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State Teachers College Bulletin



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West Chester, Pennsylvania

State Teachers College Bulletin

WEST CHESTER, PENNSYLVANIA

**Catalogue Number
1944 - 1945 Sessions**

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**STATE TEACHERS COLLEGE
WEST CHESTER, PENNSYLVANIA**

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COMMONWEALTH OF
PENNSYLVANIA

STATE TEACHERS COLLEGE
WEST CHESTER

CALENDAR 1944-1945**Summer Sessions 1944****The Pre-Session**

Session Begins -----	Monday, June 5
Session Ends -----	Friday, June 23

The Regular Six-Weeks Session

Registration -----	Monday, June 26
Classes Begin -----	Tuesday, June 27
Classes End -----	Saturday, August 5

The Post-Session

Session Begins -----	Monday, August 7
Session Ends -----	Friday, August 25

The First Semester

Registration -----	Monday, September 11
Classes Begin -----	Tuesday, September 12
Thanksgiving Recess Begins at Noon -----	Wednesday, November 22
Thanksgiving Recess Ends at Noon -----	Monday, November 27
Christmas Recess Begins at Noon -----	Saturday, December 16
Christmas Recess Ends at Noon -----	Tuesday, January 2
First Semester Ends -----	Monday, January 22

The Second Semester

Registration -----	Wednesday, January 24
Classes Begin -----	Thursday, January 25
Easter Recess Begins After Last Class -----	Saturday, March 24
Easter Recess Ends at Noon -----	Wednesday, April 4
Alumni Day -----	Saturday, May 26
Baccalaureate Services -----	Sunday, May 27
Class Day -----	Monday, May 28
Commencement -----	Tuesday, May 29

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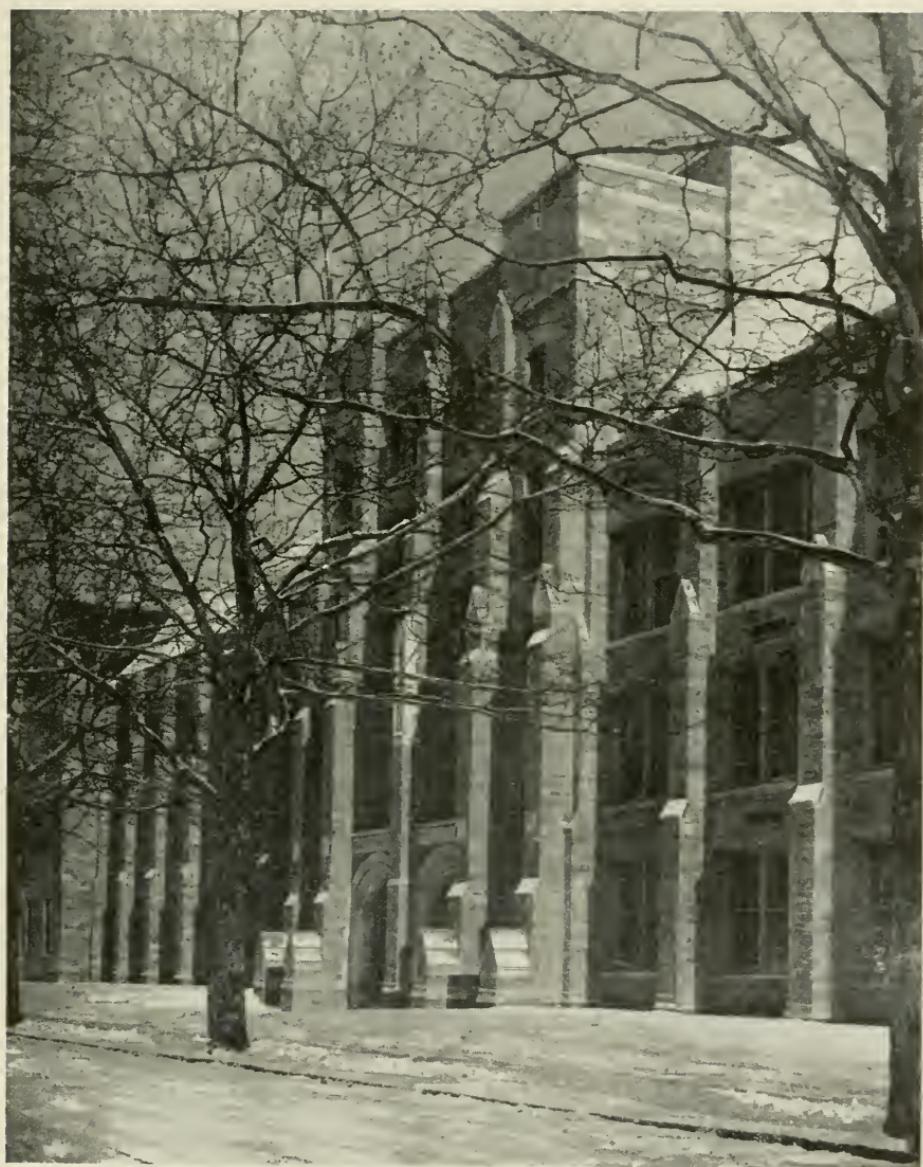
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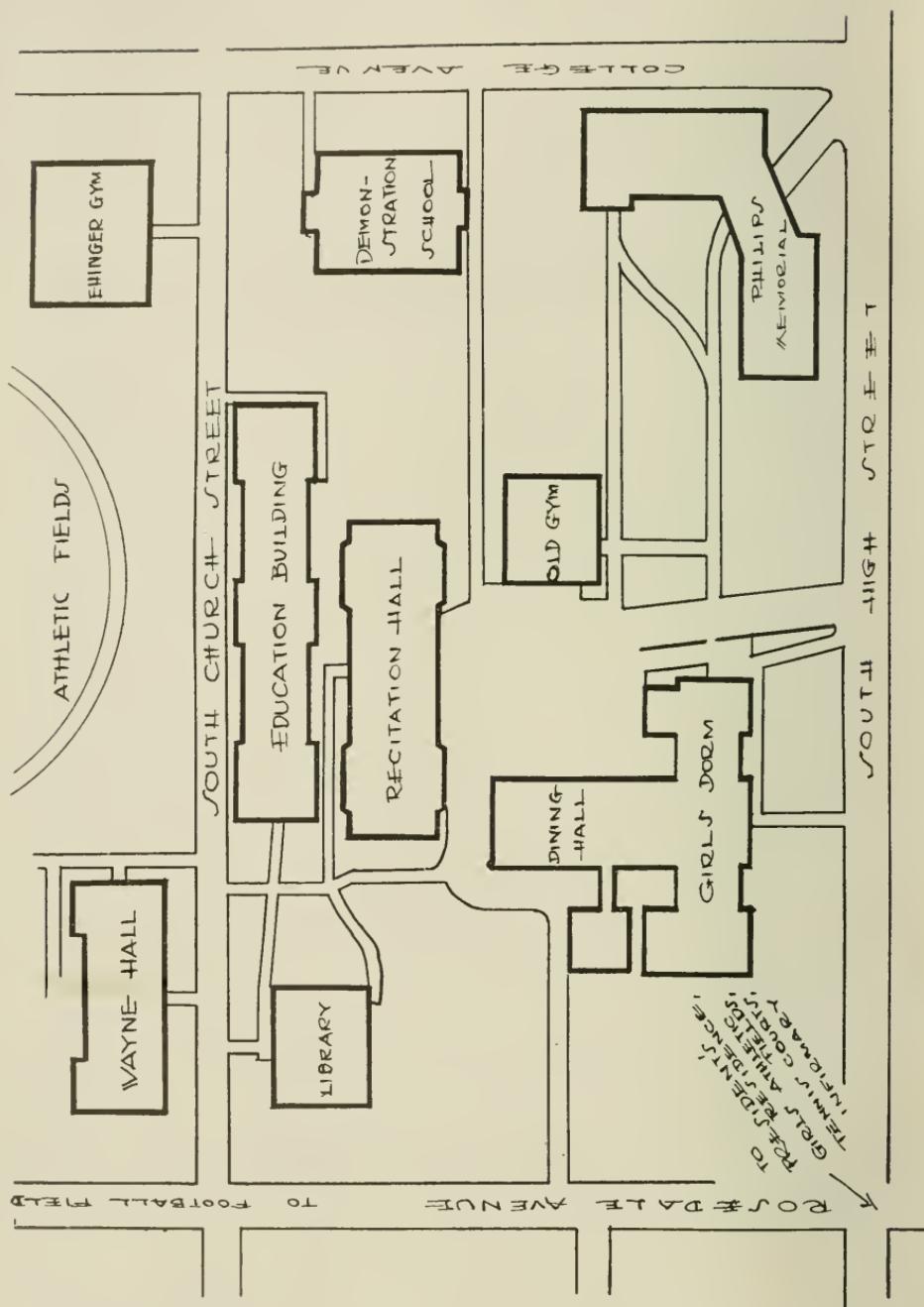
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NEW EDUCATION BUILDING



GROUNDS AND BUILDINGS

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Davis, Dorothy, B.S.	Muth, Estelle P., B.S.
Farra, Dorothy, B.S., M.A.	Ranck, Helen G., B.S.
Frankenfield, Lucy B., B.S.	Rowland, Elizabeth, B.A.
Hibbard, Anne, Diploma	Russell, Ella B., B.S.
Hoopes, Margaret, Diploma	Sheppard, Dorothy H., B.S.
Keithley, Mildred A., Diploma	Taylor, Dorothy S., B.S.
Lawrence, Judith W., B.S.	Waddleton, Catherine
Leaf, Natalie A. W., Diploma	Walker, Bess L., B.S.
McFarland, Helen B., B.S.	Walker, A. Evelyn, B.S.
Maule, Lydia C., B.S.	

West Chester, Secondary Education

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Lady, Roy A., B.A., M.A.	Winch, Robert, B.A., M.A.
Miller, Esther E., B.A.	

West Chester, Music Education

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Hanselman, Joseph L., B.S.	Rodes, Edna M., B.S.

West Chester, Health Education

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Coatesville, Elementary and Secondary Education

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Lennox, Robert L., B.S., M.A.

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West Goshen	-----	Laura T. Woodward, B.S., M.A., Gr. 1
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Grades 1-2	-----	Mary B. Barlow, Diploma
Grades 3, 4, 5	-----	Mary Steele, B.S.
Grades 6, 7, 8	-----	Ray L. Woodland, B.S.

STATE TEACHERS COLLEGE

WEST CHESTER, PENNSYLVANIA

Location

West Chester is the county seat of Chester County, one of the three original counties laid out by William Penn. On the seal of the county is engraved a plow, symbolizing the agricultural character of the rolling hills which have often been compared to the beautiful English countryside.

To students of literature and art West Chester has significance, for it is the home of the distinguished novelist, Mr. Joseph Hergesheimer. Sidney Lanier once lived in West Chester, and the birthplaces of Bayard Taylor and Thomas Buchanan Read are not far from the college. The country which Howard Pyle, the artist, made famous by his illustrations lies along the neighboring Brandywine, and the home of N. C. Wyeth, a world renowned pupil of Pyle, is at nearby Chadds Ford.

Not far from West Chester on the estate of Pierre S. duPont are the famous Longwood Gardens, which are open to the public. Here are found a magnificent conservatory, a beautiful open-air theatre, a famous carillon of bells, and a very beautiful display of colored fountains.

The country around West Chester is rich in historical significance. Valley Forge, with its impressive Memorial Chapel, the Brandywine Battlefield, Birmingham Meeting House, and the scene of the famous Paoli Massacre lie close at hand. The proximity of West Chester to historical Philadelphia enables students to enrich their courses and add to the value thereof by visits to well-known shrines and institutions, such as Independence Hall, Carpenters' Hall, the Betsy Ross House, the Poe House, the Benjamin Franklin Memorial, the William Penn House, the Pennsylvania Museum of Art, the Academy of Fine Arts, the United States Customs House, the United States Mint, the Zoological Gardens, the Franklin Institute, and the Academy of Natural Sciences. Philadelphia's fine musical organizations afford opportunities to music lovers to hear the best concerts and opera. This is a particular advantage to those interested in the course for music supervisors.

History

The college traces its beginnings to the West Chester Academy, which was organized in 1812. In 1869 the trus-

tees of that institution took the first steps towards the establishment of the West Chester Normal School. Students came to this institution to prepare for teaching, and in 1871 the State began to grant money to pay part of their training. This State Aid, as it was then called, has continued under different forms up to the present time. The West Chester Normal School had five principals, the last of whom, Dr. Andrew Thomas Smith, was a scholarly and deeply loved executive. The State Normal School became the State Teachers College in 1927, and the title of principal was changed to President. Among the principals and presidents who have served the school, the fourth principal, Dr. George Morris Philips, stands out prominently. For him the auditorium and administration building is named. Through his long term of service he made a contribution to education of which the college is proud. He stands out pre-eminently as a builder. When he took charge of the school, there was only one building on the campus, what is now the central part of the women's dormitory. During his principalship, which extended from 1881 to 1920, the plant was gradually increased with additions to the Main Building, the Old Gymnasium, the former principal's residence, the Infirmary, and the Recitation Hall. New educational techniques at the turn of the century gave us the Demonstration School and the Library. In 1911 Wayne Hall was built on the site of Camp Wayne, which was used for recruiting purposes during the Civil War. In 1925 the Philips Memorial was built. It is used as an administration building and as an auditorium. The Ehinger Gymnasium and the President's Residence on Rosedale Avenue were built in 1930. The most recent additions to the campus are the remodeled Library, the Power House, a well-equipped Laundry, and a modern Education Building.

The college enjoys a reputation for leadership in the educational world. One of the earliest summer schools in the country was held here in 1877. West Chester printed one of the first Student Handbooks in 1895.

Among the material treasures of the school are an original painting of George Washington by Charles Wilson Peale for which Washington gave sittings at Valley Forge during the memorable winter of 1777-78, a mahogany grandfather's clock, once the property of Benjamin Franklin; a large collection of letters from the pens of Washington, Lafayette, Greene, Arnold, Wayne, Hamilton, Putnam, Sullivan, and Gates, as well as from such literary men as Sidney Lanier and Thomas Buchanan Read; the herbarium of Dr. William Darlington; and the

autographed book collection of Dr. George Morris Phillips to which the English Professional Club is constantly adding.

"The State Teachers College at West Chester is the repository of the mineral collections and the herbarium of the Chester County Cabinet of Natural Science. The herbarium includes plant specimens collected in Chester County a century ago by Dr. William Darlington and his colleague, David Townsend. The library of the Cabinet is also the property of the College and contains many old and now rare works on natural history, which may be consulted upon request to the librarian."

GROUNDS AND BUILDINGS

The grounds of the State Teachers College consist of 52.8 acres located in the southeastern part of West Chester, on which are erected thirteen buildings, the value of the plant being estimated at approximately \$5,500,000.

The Main Campus

The major buildings of the college are located on the Main Campus, a tract of 12.5 acres. With its abundance and variety of magnificent old trees, it is one of the beauty spots of West Chester. It is laid out with convenient walks and driveways, and from early spring until late fall this attractive green campus is enjoyed by groups of students.

Wayne Field

Wayne Field is located west of the Main Campus. It is a tract of about 20 acres which serves for the athletic activities of men students. It provides a quarter mile running track with 220-yard straightaway, six tennis courts, and fields for soccer, football, and baseball.

Women's Athletic Field

South of the Main Campus an extensive tract provides for the athletic activities of the women of the college. On this tract are located nine tennis courts and fields for hockey, soccer, softball, archery, and volley-ball. Every woman student of the college has an opportunity to engage in one or more of these sports.

Philips Memorial Building

This building is a memorial to the late Dr. George Morris Phillips, a former principal of the school. It contains an auditorium with a seating capacity of approximately two thousand, executive offices, and recreation rooms for faculty and students. It also houses the well-known Philips Library, previously referred to.

Main Building

This is a four-story building of green stone, having a basement equipped with laundry and pressing facilities for students. On each floor are bathrooms with modern toilet accommodations; one elevator makes all floors easily accessible. A comfortable lobby affords opportunity for friendly get-togethers, informal teas, and after-dinner coffees. In addition there are three smaller social rooms, artistically furnished. The dining room, which accommodates both men and women students, is in charge of a trained dietitian.

Wayne Hall

This is a modern, well-equipped dormitory for men. It is built of green stone, is three stories high, and will accommodate 156 men.

President's Residence

The home of the President of the College, a recently renovated Chester County farm-house, is located on East Rosedale Avenue.

Education Building

This building has been recently completed. It has special rooms for speech and psychology clinics, special up-to-date equipment and laboratories for the science department, large recreation and study rooms for day students, and offices for faculty members. It contains a full complement of well-equipped classrooms.

The Library

The college library building has been completely remodeled and modernized. Some of its special features are the open-shelf reserve book room, the curriculum laboratory, the recreational reading room, and several small conference rooms. In addition, there is a pleasant reference room, a large periodical room in the basement, and, on the second floor, an attractive juvenile room, used by children from the Demonstration School as well as by the college students.

The library now contains about 35,000 well-selected books, and over 250 leading magazines and newspapers come regularly to its shelves. There is also a collection of over 8,000 mounted pictures, and one of pamphlets and clippings numbering over 4,000.

The staff of the library consists of three trained librarians and a number of student assistants.

Lessons in the use of the library are given by the librarians to all entering students.

Gymnasiums

The college has two gymnasiums, the one gymnasium modeled after the Hemingway Gymnasium at Harvard; the other a newer gymnasium named for Dr. and Mrs. Clyde E. Ehinger, who were for thirty-four years at the Head of the Health and Physical Education Department of the College. Both buildings are modern in floor plans and equipment. The Ehinger Gymnasium is used by men and women students in the special Four-Year Health and Physical Education Curriculum, and by the other men of the college. The other Gymnasium is used by the other women of the college.

Demonstration School

This is a substantial, well-equipped building, which houses a kindergarten and the first six grades of the elementary school.

Infirmary

This building houses the student health service and an infirmary. Its equipment is modern and adequate. The staff consists of physicians on call and two trained nurses.

THE PURPOSE AND AIM OF THE STATE TEACHERS COLLEGE AT WEST CHESTER

A teachers college is a state, municipal, or incorporated private institution, or an independent unit of a recognized college or university, which has at least one four-year unified curriculum; which is devoted exclusively to the preparation of teachers; which has legal authority to grant a standard bachelor's degree; which has granted and continues to grant such degrees; and which requires for admission the completion of a standard four-year secondary school curriculum, or equivalent training.

The State Teachers College at West Chester, being distinctly a professional school, devotes itself to the preparation of teachers for the public schools of the Commonwealth. It enrolls only those who are fitted by character, native ability, and personality to be teachers of children. The courses offered are designed to give, in general, the necessary specific knowledge. The organization of class work and social life in the

school aim to develop the personal qualifications essential for high grade teaching. A well-trained, experienced teaching staff strives to inculcate a sound philosophy of education and a thorough familiarity with the best modern practices.

In order to provide a more tangible working basis for the administration of the college, several basic assumptions were agreed upon:

1. The primary purpose of a teachers college is to develop individuals who are well suited to the profession of teaching.
2. A secondary, but very important, function of the teachers college is to contribute to the advancement of educational thought and practice in the area which it serves.
3. The effective achievement of these purposes requires a comprehensive plan of action so that no important phase of the responsibility of the college is neglected.
4. Such a plan of action in order to achieve the primary purpose of the college must be so integrated around necessary areas of personal and professional development that the experiences of the individual shall be seen as a unit.
5. An educationally sound program of action must enable every member of the college community—faculty and administrative personnel as well as students—to engage in activities that lead to his or her continued growth along broadly social lines as well as in his or her field of special interest.

COLLEGE COMMUNITY ORGANIZATION AND ADMINISTRATION

Based upon the belief that all who share in the advantages of the college community should join in the responsibility of government, a college community has been conceived whereby faculty and students co-operate as fully as possible for the mutual advancement of the college program.

A number of Achievement Goals for each college year has been set up as tentative guides for a program of college life, subject to constant modification to meet new trends and needs. These Goals cover the areas of administration, instruction, student life, and personnel, community and service area relationships and teacher training.

These Goals are achieved through a series of committees and co-ordinating agencies. The Executive Committee is an advisory group of faculty, aiding the President of the college in formulating and executing the general administrative policies of the institution. It is composed of the officers of administration, heads of departments, faculty members who are heads of the various standing committees of the college, and members elected at large.

The standing committees represent both faculty interests and faculty-student interests. They are the committees on Assemblies, Entertainment, Extra-Curricular Activities, Health, Publications and Publicity, Academic Adjustments, Placement, and the Heads of the Departments.

Students elect their councils, and the councils, working with the Deans, co-operate in the government of the college.

Entertainment Course

Throughout the year entertainment is provided for the students in the form of special chapel programs, lectures, concerts, recitals, and plays.

An All-Star Entertainment Course brings to the campus each year distinguished lecturers and artists of the highest rank in music, drama, and the dance. These entertainments are available to the students at a very small cost, which is covered by the Student Activity Fee. The college has been greatly aided in this project by the cordial co-operation received from the citizens of West Chester and its vicinity. The committee in charge of entertainments is composed of representatives from the town of West Chester, members of the faculty, and students of the college. These entertainments are held in the Philips Memorial Auditorium. Among the attractions have been Lawrence Tibbett, Marian Anderson, John Charles Thomas, Helen Jepson, Grace Moore, Bidu Sayao, Nino Martini, Jussi Bjoerling, Jascha Heifitz, Mrs. Franklin D. Roosevelt, Maurice Hindus, Robert Lafollette, Alexander Woolcott, Richard Halliburton, Cornelia Otis Skinner, Rosalyn Tureck, National Symphony Orchestra, Jooss Ballet, Littlefield Ballet, Don Cossack Russian Male Chorus, Doris Humphrey and Charles Weidman, Richard Crooks, Albert Spalding, Philadelphia Opera Company, Cleveland Symphony Orchestra, and Rochester Philharmonic Orchestra.

Musical Program

The college has the following well developed musical organizations:

1. Two College Bands: Elementary, and Advanced.
Membership in these organizations is determined by the background a student has in instruments when he enters college and his advancement while in college.
2. The College Criterions.
The Dance Band of the college consists of ten or more men, carefully selected, who furnish the music at social functions.
3. Two College Orchestras consist of Elementary, and Advanced.
Membership in these organizations is determined in the same manner as that of the College Bands.
4. The College Choir.
This outstanding organization consists of all men students and senior women students of the curriculum in Music Education.
5. The Junior Chorus.
All freshmen, sophomore, and junior women enrolled in the Curriculum in Music Education make up the chorus.
6. College Women's Glee Club.
Voices are carefully chosen from the women of the Elementary, Secondary, and Health Education groups for this club.
7. The Sinfonietta.
The Sinfonietta is a group of about twenty-five outstanding players chosen from the Symphony Orchestra and Symphonic Band. It was organized to bring before the College and the Community the many fine works written for small orchestras.
8. Other Musical Organizations.
The Music Club, the Marching Band, the Girls Dance Band, and the Girls Orchestra are organizations which have contributed very acceptably to the music on the campus.

Health and Physical Education Program

The State Teachers College at West Chester is one of the four State Teachers Colleges in the Commonwealth that offers the four-year curriculum in Health and Physical Education for the preparation of teachers and supervisors of health and physical education in the public schools of the Commonwealth.

In addition to this curriculum, each of the other curricula requires certain courses in health and physical education for all students pursuing that curriculum.

Physical Fitness Program

Due to the emphasis which the war has placed upon physical fitness for soldiers, sailors, nurses, teachers, and industrial workers alike, the college authorities inaugurated a physical fitness program for both men and women. The men spend five hours a week in which they are given conditioning and toughening exercises in addition to participating in a variety of sports and games. The women are required to spend two hours a week in taking conditioning exercises along with vigorous hikes and sports. Tests for strength and skill are given at the beginning of the year and repeated at the close of the year to check on the progress made.

Records of attendance and of performance are kept, and a rating is given to each student.

Intercollegiate Athletics

During the last few years it has become recognized more and more by educators and the public alike that athletics are a part of general education because they provide situations that are akin to life experiences, and as such, are conducted with the purpose of developing the educational values which grow out of them.

With this in mind, the College Administration has set up an organization for the control of athletics; it has provided facilities, built schedules, and furnished instructors for the purpose of filling these educational needs.

Sports such as football, baseball, basketball, soccer, track, swimming, tennis, and cross-country, are conducted for the purpose of providing our young men with activities that not only will prove beneficial to their health but also will give them a training which will be valuable when they are called upon to coach these sports.

It is the policy of the College Administration first, to provide a variety of sports, as indicated above, in order that

as many young men as possible may participate in the activity which interests them most and in which they may achieve a high degree of personal skill; second, to provide eligibility rules that are just and sensible, yet will insure good scholarship; third, to provide schedules which are in our college class, yet are in keeping with the traditions and standing of our college; fourth, and finally, to give athletics their rightful place in our educational program of training teachers so that they will function properly in the life of the student body, but will not assume an importance out of all proportion to their value.

Intramural Athletics

An athletic program cannot be justified educationally if it is confined to intercollegiate competition alone. There must be provision for all students, so the policy of the College Administration is to expand this part of the program for both men and women, in order that a variety of activities may be supplied for all of our students. Such sports as touch football, soccer, tennis, track, speed ball and volleyball are organized and conducted for the young men students.

Women's Recreation Association

Intramural athletics for women are conducted by the above named organization for social, physical, and recreational benefit of the women students of the college. Its governing council consists of the club officers and sports managers and one faculty adviser. Its program provides a wide range of activities including the modern dance, clog and tap dancing, hockey, archery, volley-ball, swimming, life-saving, tennis, hiking, basketball, baseball, badminton, table tennis, tether ball, shuffleboard, handball, bowling, and winter sports, such as sleighing, coasting, and skating. In addition the W. R. A. sponsors recreational evenings when both men and women students have opportunity to participate in a social dancing class, to engage in roller skating, and to join in folk and old fashioned square dancing.

Student Health Service

The Board of Trustees has authorized and sponsored the establishment at the college of a Student Health Service. It is felt that the ideal way of handling health problems is through an official health organization designed for this purpose. Such an organization is especially important in a teacher-training institution and serves as a vital link in the chain of public

health teaching. The teacher must know what health means and also the procedures by which it may be obtained.

The college maintains a completely modern and efficient Student Health Service. Physician on call, and two graduate nurses are on daily duty during the college year in the Infirmary where every facility is available for the care of the health of the student body.

In case of serious illness, a student will:

1. Be removed to one of the two local hospitals after notification of parent or guardian, or,
2. Hospitalized at Infirmary under the care of a special nurse whose charges will be paid by the student or responsible person, or,
3. Removed by parents or guardian to private home, and be attended by private physician until recovery is complete.

The purpose of the Student Health Service is two-fold; first, to guard the health of the student while in college; second, to develop in prospective teachers the proper scientific health attitudes and habits. This service is provided without charge. Students are urged to avail themselves of the facilities of the Student Health Service and to be individually active in preserving the general good health of the college group.

Students are advised that, after the initial office consultation and first aid treatment, subsequent treatments will be given by or under the advice of a physician of the student's choice. All expenses for medicine and treatment by the physician of the student's choice will be borne by the student. The physician of the student's choice may attend the student at the infirmary.

Official health certificates required for the employment of teachers in the Commonwealth are issued only when a physical examination has been made, including chest X-ray. Where the examination has been made outside the College Health Service, the physician who made the examination will be expected to sign the certificate.

Placement Service

The State Teachers College at West Chester maintains a well organized and active Placement Bureau. This bureau is under the direction of the Dean of Instruction. He is assisted in this work by a Committee on Placement composed of faculty members and seniors.

Members of School Boards, Superintendents, Supervising Principals, or others who are in need of trained teachers, are requested to make application to the Dean of Instruction as early as possible. The Placement Bureau is in position to send out thorough and adequate information concerning each of the graduates of the college. This material is available to any school official who desires the information in connection with an application made by one of our graduates. The information covers the scholastic standing, a thorough record of the student's teaching experience, ratings of personality and character by members of the faculty, together with a definite statement compiled by the graduate himself.

Graduates of the State Teachers College at West Chester are asked to keep in touch with the President in order that they may be recommended for better positions, demanding experience. Graduates are also asked to keep the office informed of vacancies so that these positions, in turn, may be brought to the attention of teachers not placed.

Withdrawals from College

Students should immediately notify the Dean of Instruction of their withdrawal from the college. Should a student fail to comply with this requirement, the administration will, after ten days of unexplained absence, declare the student not a member of the college. The date on which his connection with the college terminates will be the day on which he last attended classes.

Dismissals from College

Administrative officers and the student councils may make recommendations to the President for suspension and dismissal. No student shall be suspended or dismissed from the college except upon the approval of the President.

Graduates

A student will be recommended for graduation when all the requirements for his curriculum have been met. Certificates will not be issued until all bills and obligations to the college have been met.

The Alumni

The West Chester State Teachers College alumni number over twelve thousand and their devotion to the college is marked. The annual meeting held at the college just before Commencement is well attended and active branch organizations hold meetings at the following places: Allentown, Atlan-

tic City, Bethlehem, New York City, Pottsville, Reading, and York. The Tri-County organization consists of graduates living in Delaware County, Montgomery County, and Philadelphia.

ADMISSION TO THE COLLEGE

The State Teachers College at West Chester, Pennsylvania, has always maintained high standards of scholastic work and has prided itself upon preparing teachers with fine ideals and satisfactory professional equipment. For the past few years it has been necessary to raise the entrance requirements for those students wishing to pursue their studies here. The Administration of the college believes that only the best graduates of our high schools should be encouraged to enter the teaching profession, those graduates being first fully informed of their responsibility and ready to assume it. The children of the Commonwealth deserve nothing less than the best equipped teachers for their instructors. To this policy the Department of Public Instruction has committed itself. In furtherance of the policy the college has adopted the following minimum requirements for those who wish to pursue professional work leading to entrance into the teaching profession of the Commonwealth. Applicants for admission to the college should carefully note these requirements and should communicate with the college authorities in the case of doubt as to the exact meaning of the regulations.

I. Candidates for Admission must satisfy the following requirements:

- A. General Scholarship** as evidence by graduation from an approved four-year high school or institution of equivalent grade, or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction, and ranking in the upper half of the class at graduation. Candidates for admission who lack this rank at graduation will be required to present further evidence of the candidate's fitness.
- B. Integrity and appropriate personality** as shown by an estimate of secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.
- C. Health, physical vigor, emotional stability, absence of physical defects** that would interfere with the

successful performance of the duties of a teacher, and absence of pre-disposition toward ill-health as determined by a medical examination at the college.

- D. Normal intelligence and satisfactory command of English as evidenced by ratings in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.
- E. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

II. Special Requirements for All Candidates for Admission to the Four-Year Curriculum in Music:

Special attention will be given to the promise of professional development and musical ability of the candidate as shown by:

- A. The ability to sing songs with acceptable voice and interpretation.
- B. The ability to sing at sight with words and syllables, hymns and folk tunes with a fair degree of accuracy and facility.
- C. The ability to play, as a result of approximately two years of piano study, compositions equivalent to music of the second grade; or, sufficient ability on orchestral instruments and in orchestral technique to indicate capability to transfer this musical training to the piano.
- D. The abilities called for in A, B, and C above will be determined by special tests in sight reading, ear training, harmony, voice, piano, and musical instruments.

III. Special Requirements for All Candidates for Admission to the Four-Year Health and Physical Education Curriculum:

- A. The student must have actively participated in at least three types of physical activity during his secondary school career. These activities should include such types as football, basketball, baseball, soccer, hockey, tennis, swimming, and the regularly organized work in physical education or gymnasium classes.

B. The student must satisfactorily pass the physical efficiency tests set up by the Health and Physical Education Department.

IV. Special Requirements for Elective Fields:

A. Foreign Languages.

1. To elect French, students must present two high school units of French.
2. To elect Latin, students must present three high school units of Latin.

B. Mathematics.

1. To elect Mathematics, a student must present three high school units of Mathematics of which units Algebra and Plane Geometry must have been taken in the senior high school.

C. Science.

1. To elect Science, a student must present one unit in Physics and one unit in Chemistry.

Note: When a student has chosen his elective field, his curriculum becomes a closed series of courses not subject to change without loss of credit.

Graduates of Junior-Senior High Schools

Graduates of a senior high school in a district maintaining an approved junior-senior high school organization will be admitted on evidence of twelve units* of preparation earned in grades ten, eleven, and twelve.

Irregular Entrance Qualifications

Graduates of approved two-year high schools are entitled to not more than eight units of credit, and graduates of approved three-year high schools to not more than twelve units of credit toward the standard admission requirements; provided, however, that such students having irregular entrance qualifications may take examinations at the close of the school year in additional subjects taken in county superintendent's offices in all counties having such students. These examinations will be given under the direction of the Credentials Bureau of the Department of Public Instruction, under a co-operative plan adopted by the Board of Normal School Principals, January 15, 1926. In case of failure in a subject or subjects, the student, after additional study during the summer, may

*A unit represents not less than 120 sixty-minute periods of prepared work or the equivalent.

take a second examination in August at one of the teachers colleges or at any one of the centers where State examinations are regularly conducted; namely, Philadelphia, Harrisburg, Pittsburgh, or Scranton.

Under this arrangement, students who complete the work of a four-year high school with a three-year rating, may take examinations in fourth-year subjects and, by passing them, thereby receive credit equivalent to that of a four-year high school; graduates of a three-year high school with a two-year rating may take examinations in third-year subjects for credits in three years of approved high-school work. All inquiries should be addressed to the Credentials Bureau, Department of Public Instruction, Harrisburg, Pennsylvania.

EVALUATION OF CREDENTIALS

Credentials of all students entering the State Teachers Colleges on the basis of an approved four-year preparation are evaluated by the college; students not having an approved four-year preparation, or students whose preparation is irregular, shall have their credentials evaluated by the Credentials Bureau of the Department of Public Instruction.

Evaluation of credits cannot be made on enrollment day. This should be attended to prior to that day. The State Teachers College at West Chester will assist you if you submit your credentials early.

Advanced Credit

Advanced credit will be given for equivalent courses in approved institutions of collegiate grade, but no student may obtain a Teachers College certificate without a minimum residence of one year.

Courses offered for transfer of credits will not be accepted if the grade for that course is the lowest passing grade of the institution assigning or giving the grade. If D is the lowest passing grade, courses so graded will not be accepted. If 70 is the lowest passing grade, no course will be accepted which is passed with a grade under 75.

Evidence of Character

All applicants for admission shall present evidence of good moral character and ideals characteristic of the teaching service.

Obligations to the State

Every student who enters the State Teachers College at West Chester must sign an agreement to teach in the public schools of Pennsylvania for not less than two years.

STUDENT LIFE

Classification of Students

1. **Dormitory Students** are those who live in a dormitory and take their meals in the college dining room. All dormitory students are required to eat in the college dining room.
2. **College House Students**, classed as Resident Students, are those who live in an approved off-campus residence and are required to take their meals in the college dining room.
3. **Day Students** are those who commute daily from and to the home of their parents or legal guardians. Those driving cars must register with their respective deans.
4. **Home Employment Students** are those who work for their room and board in an approved home in the community of West Chester with the permission of the Director of Personnel.
5. **Special Students** are those who do not qualify in any of the above classifications but must have the approval of the respective Deans for their living arrangements. These students, who have had a number of years of teaching experience, and who return for further work, will confer with the Dean of Women concerning living arrangements. They must choose from the list of homes which the Dean of Women will present.

The classification of all students is determined by the Deans of Women and Men. These Deans advise on the living conditions of all students.

All dormitory and resident students are required to eat in the College dining room. The President of the College may approve exceptions to the general rule in certain very rare cases.

Applications for permission to eat out of the College dining room must be filed in the office of the President of the College two weeks before the opening of each semester. The college Health Service will review each application based on a health condition, and may recommend approval, when the family physician has submitted a detailed diagnosis with a laboratory report such as blood count, urinalysis, and basal metabolism test.

Any student granted permission to eat out of the college dining room will be required to live in an approved off-campus house.*

Living

The college has 246 rooms for women and 78 rooms for men in the respective dormitories. Rooms are provided in off-campus houses for resident students. These rooms are inspected and approved by the Deans of Women and Men. Resident students are under the same regulations as dormitory students.

Students who live in the college dormitories, as well as those who live in off-campus homes, are provided with bed linens and counterpanes. All other bed furnishings and toilet necessities are provided by the students.

Laundry

The laundry of Dormitory Students *only*—to the extent of twelve plain pieces per week—is done in the College Laundry. All pieces sent to the laundry must be plainly marked with the owner's name. Name tapes sewed on articles of clothing constitute the best identification. A laundry bag should be owned and used by every student.

College Book Store

The College Book Store carries, in addition to books, a complete line of student necessities. This book store is operated as a student enterprise, the net receipts of which accrue to the benefit of the Student Activities Association.

Scholarship Requirements

A student once admitted to the State Teachers College at West Chester must establish himself as satisfactory. He must show that he has the capacity to do academic and professional work of college grade, and that he is in accord with the ideals of teacher training.

A student who fails to pass ten semester hours of work in any semester ceases automatically to be a member of the student body. This is in accordance with a faculty regulation. An honorable dismissal will be granted to any student who, while in good standing, withdraws from the college.

*The college infirmary must be furnished with a diet list prepared and signed by the family physician. This list should be made out in duplicate, one copy to be kept at the eating place of the student's choice and the other copy to be placed on file at the Infirmary.

Residence Requirements

Two years of residence are required for graduation from any four-year curriculum. The exception to this rule is made for graduates of accredited colleges who may be graduated after completion of one full year's work in residence. Graduates of any two-year normal school curriculum are required to spend at least one additional year in residence to be eligible for a degree.

EXTRA-CURRICULAR ACTIVITIES

The Committee on Extra-Curricular Activities is made up of faculty members and elected representatives from the student body. The committee is generally responsible for developing the extra-curricular program, fitting it to the needs of the students, and co-ordinating its various phases into the whole of college living.

The program of extra-curricular activities at West Chester emphasizes four types of activities leading to individual and group development. The various clubs, organizations, activities, and responsibilities are grouped under one of the four headings according to type of development emphasized. The following indicates the four types together with some of the activities included in each phase:

Type A: Activities that center around college group life: activities of college community government and living, such as Student Activities Association Executive Board, Student Councils, Class Committees, Epicurean Club, Quad Angles, Student-Faculty Committees, Serpentine, Press Board, Little Theatre.

Type B: Activities that promote better professional development—that train for sponsorship and organization of "extra-class" programs in the public schools. The various departments of the college sponsor professional clubs, such as Elementary, English, French, Geography, Mathematics, Music, Rural, Social Studies, Science, men's and women's sports activities for health and physical education students.

Type C: Activities that promote finer ethical values. These groups have organized a Council of Religious Clubs that plan for a unified program for the year as well as emphasizing ethical action as a united front; it is through united effort in this area that we may raise the standards of honor and character on the campus. The organizations

in this group are Bible Study Club, Cardoza Club, Newman Club, Social Service Club, Y. M. C. A., and Y. W. C. A.

Type D: Activities that satisfy individual interests. These activities are those of hobby groups and include a long list, such as art, athletics, debating, glee club, photography, phonography, nature study, orchestra, and targeteers.

Point System for Students

Each student is required to participate in the activities of a club for one semester of each of the four years on campus. The Extra-Curricular Activities Committee and the Personnel Department ask the co-operation of the students in an endeavor to offer a large number of students definite experiences in several types of school activities. There is no merit in accumulating a large number of points; the system will simply enable the Personnel Director to spread opportunity and divide responsibility. A certain number of points is demanded in order to offer more training to a larger group. It is hoped that the college will thus develop leaders and discover latent abilities as well as continue to enjoy the services of those who are naturally inclined to direct affairs. A copy of the details of the point system is available to each student.

Because of the heavy student load encountered by those taking refresher courses, defense training courses, participating in the physical fitness program, or serving in a war or defense capacity, students are permitted to substitute such activities for the regular extra-curricular requirement where such is deemed advisable. However, in requesting such substitution students are urged to take into account the fact that their extra-curricular participation often has an important bearing upon their placement when seeking positions. Students should keep in mind not only the placement value of their extra-curricular program but also its cultural value. Those desiring to substitute one of the above activities for the regular extra-curricular requirement, should fill out a request form which can be secured at the Personnel Office.

PUBLICATIONS

QUAD ANGLES, the student newspaper, is published weekly by an undergraduate staff. Positions in the organization are open to any member of the student body with reporting or editing ability. A faculty member serves as adviser.

THE SERPENTINE is the college yearbook published under the direction of the Senior Class. This record of college activities of the year is edited by a student staff with a faculty adviser.

THE RAMS HORN is a publication of the Varsity Club produced on the occasion of each home game of the football season. The staff is made up from the undergraduate body of the college aided by a faculty adviser.

THE HANDBOOK is published each year as an aid to incoming freshmen. It is prepared by a student staff with the advice of a faculty sponsor.

The student editor-in-chief and faculty adviser of each publication are also members of the student-faculty Press and Publicity Committee which helps in deciding general policies of publication.

SCHOLARSHIPS

Samuel Martin Scholarship Bequest—This is a fund which was left by the will of Mr. Samuel Martin "to be used to defray a part of the expenses of persons of limited means who are preparing to teach . . . Persons who are assisted shall preferably be educated at the West Chester Normal School" (now State Teachers College). "Children of Friends, or persons in sympathy with Friends, are preferred." Persons wishing to obtain the benefits of this fund will inform J. Carroll Hayes, Esq., 121 North High Street, West Chester, Pennsylvania.

Theodore Presser Foundation Scholarship—A scholarship for music students is awarded by the Music Department, with the approval of the President of the College. The amount granted totals \$250.00 yearly, as approved by the Board of Trustees of the Presser Foundation. The award was first granted to West Chester in 1929. This scholarship is available to juniors and seniors in the music curriculum. (This award has been suspended for the duration).

The Sarah H. Mellor Scholarship Fund of the Chester County Council of Parent-Teacher Associations—Mrs. Sarah H. Mellor was associated with the State Teachers College at West Chester as student, teacher, and member of the Board of Trustees. Her interest in education, in general, in children, and in youth found expression in her devotion to the work of the Parent-Teacher Associations, especially of those in Chester County. It is, therefore, fitting that the Chester County Council of

Parent-Teacher Associations memorialize her through this Scholarship. A joint committee from the Chester County Council of PTA and the college will make the award annually to a Chester County student who is in attendance at the State Teachers College. This award of \$50.00 each year will be based on need, character, and ability.

York County Alumni Club Award—The members of this organization have established the Elsie O. Bull Scholarship fund, to be awarded each year by a Special Committee of Awards, to a person from York County who is attending or will attend the State Teachers College at West Chester. Need, ability, and promise are the prerequisites necessary for consideration. Mrs. Frances Hiestand Hartzell, 351 W. King Street, York, Pa., is the Chairman of the Committee for 1944-1945.

Schuylkill County Alumni Association Award—A fund has been created by this group to be awarded each year by the Scholarship Committee of the Club to a person from Schuylkill County who is attending or will attend the State Teachers College at West Chester. Need, ability, and promise are the factors considered. Miss Sarah E. Alter, 2039 West Market Street, Pottsville, Pa., is the Chairman of the Committee for 1944-1945.

State Scholarship—The State Department of Public Instruction offers a free scholarship of \$100.00 each year for four years to the student earning the highest score in the competitive examinations given on the first Friday of May each year. This scholarship may be used at West Chester. Apply to your high school principal or to your county superintendent of schools.

LOANS

The college is eager to provide educational opportunities for needy and deserving students. A student whose record is satisfactory in academic work and in respect to personal and community responsibility may feel that his application for aid will receive favorable consideration. Applicants apply at the Personnel Office for necessary forms.

Alumni Loan Fund—This is a fund which was created by the Alumni Association to aid needy students in their junior and senior years. The maximum loan is \$100.00 per year. Loans must be used exclusively for college expenses. Applicants must be good students and in need. Legal security is required. No interest is charged. Repayments begin at the rate of \$15.00 monthly after graduation.

Student Loan Fund—Emergency loans are made from this fund to be repaid within a year. The maximum amount loaned to any one student is \$50.00. Application forms may be secured at the Personnel Office.

Student Activities Association Loan Fund—The Student Activities Association, a student organization, has set aside \$3,823.00 as a fund to assist needy students through loans. Each application is decided upon its own merits by a Committee. Application forms may be secured at the Personnel Office.

Sensenig Memorial Fund—This fund is to be expended to assist or reward students who have shown or are showing outstanding ability and achievement in mathematics.

STUDENT HELP EMPLOYMENT

Applications for the various types of student employment are received after May first of each year. Appointments for the year are made about July 1st. Applications must be renewed each year.

Student Help Assistants—The college employs a limited number of students as helpers in some of the departments of the college; for example, the library, laboratories, and offices. These positions pay forty cents an hour, the amount earned depending upon the number of hours employed during a month. Part-time positions require twenty-five hours work per month and pay \$90.00 for the year; while full-time positions require fifty hours work each month and pay \$180.00 for the year. The most of these jobs require some special form of training or skill. The money earned must be used exclusively for college expenses and is available primarily for those who could not otherwise attend college. The money thus earned will defray from one-fourth to approximately one-half of the student's college expenses.

Student Help Waiters—The college employs each year a number of waiters and waitresses for its college dining hall. Students thus employed are paid on an hourly basis and may earn from \$144.00 to \$180.00 for the year, thus defraying approximately one-third to one-half of their college expenses. Such positions are primarily available for those who could not otherwise go to college. The money thus earned must be used exclusively for college expenses.

Opportunities for Earning Room and Board—Women students who may need work to earn their room and board should apply for such positions as may be available. Those who have had experience or training in home duties are more easily placed. The duties vary from caring for children and tutoring, to cooking, cleaning, and the performance of general household duties. Girls live under conditions and regulations approved by the college, and are encouraged to participate in all college activities. This work takes care of the \$288.00 a year charged for room, meals, and laundry of the student who might otherwise live in the dormitory. Those interested should write, after May first, for application forms to the Dean of Women. A personal interview is required by both the Dean of Women and housemother.

There are a few similar opportunities for men. Those interested should apply at the Personnel Office.

Part Time and Odd Jobs—The Personnel Office offers to assist students who wish to earn money toward their college expenses. Students may register for such part time work or odd job work as may come to this office from the campus or the community. While the Personnel Office makes every effort to obtain places for those who wish employment, it advises against depending upon this source for any regular or dependable income. The opportunities range from a few dollars to nearly \$200.00 for the college year, with an average of about \$20.00. Students who enter college with training in some special field are able to earn more than those with little or no training.

EXPENSES

A. UNIFORM FEES*

1. Contingent Fee¹

a. A contingent fee for each student is charged each semester as follows:

Elementary Curriculum	\$45.00
Secondary Curriculum	45.00
Health and Physical Education Curriculum	63.00
Music Education Curriculum	90.00

b. Students taking seven or less semester hours shall pay at the rate of \$6.00 per semester hour. Students taking more than seven hours shall pay the regular contingent fees, provided that the regular contingent fees for special curriculum shall be prorated on the basis that the number of semester hours taken is to eighteen semester hours.

c. Students taking extension courses shall pay at the rate of \$6.00 per semester hour, provided that the regular fees for special curriculum shall be prorated on the basis that the number of semester hours taken is to eighteen semester hours.

2. Fee for Out-of-State Students

Students whose residence is out-of-state will be charged a fee of \$6.00 per semester hour. Out-of-state students carrying the regular sixteen hour semester load would pay \$96.00 each semester. In addition, students enrolled in the Health and Physical Education and Music Education Curricula will be charged \$18.00 and \$45.00 respectively.

3. Housing Fee

a. Housing rate for students:

The housing rate for students is \$144.00 per semester. This includes room, meals, and limited laundry.

(1) An additional charge of \$9.00 per student will be made each semester for rooms with running water.

*The acceptance of a student is for a semester. Parents or guardians who are providing for the expense of a student at the college should understand that their financial obligations are for a full semester.

¹This fee covers registration and keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine), and laboratory facilities.

- (2) A student may, at the discretion of the President of the College, occupy a double room alone by paying an additional \$45.00 fee each semester.
- (3) For the purpose of meeting the requirements of those college students who live in off-campus rooming houses but board in the college dining room, the housing rate will be divided, \$2.50 for room rent and \$5.50 for meals.
- (4) No reductions in the rate are to be made for the absence of students who go home for a few days at a time, nor for laundry done at home.
- (5) Students not living in the college dormitories but living in houses approved by the college will be responsible for their own laundry.

b. Housing rates for employees other than those included in the State Classification Schedule (faculty, clerks, etc.) are \$9.00 per week.

c. The rate for separate meals is:
Breakfast \$.35 Lunch \$.45 Dinner \$.60

4. Damage Fee

Students will be responsible for damages, breakage, loss, or delayed return of college property. The rooms are fully equipped for students at entrance. Any damage done to furniture, furnishings, or buildings beyond that which comes from use, will be charged to students. At the opening of the year all necessary electric lamps are furnished free. Thereafter, students pay for extra light bulbs. If damage results from using appliances other than those provided by the college, a proportionate amount will be charged to all students accountable.

5. Infirmary Fee

For minor illness, boarding students are charged \$1.00 for each day after the third day in the College Infirmary. This charge is exclusive of the fees of physicians, the expenses of employing trained nurses, and the costs of medicine, for all of which the students or the parents thereof are responsible. For the first three days no charge is made. In case of serious illness, students are removed to a hospital where they will bear their own expenses.

Day students who are admitted to the Infirmary will pay board at the rate of \$2.00 per day. This charge includes the regular nurse and regular medical service, but does not include special nurse or special medical service.

6. Private Music Instruction Fees

- a. Students enrolled in the Music Education Curriculum do not pay extra fees for private instruction in voice, piano, band, or orchestral instruments. Such instruction is included in the contingent fee. There is no charge for the use of pianos for practice. A rental charge is made for the following:
 - (1) Pipe organ for practice, one period per day, \$36.00 each semester.
 - (2) Orchestral instruments, \$6.00 per semester.
- b. Charges applicable to students in the Elementary, Secondary, or Health and Physical Education Curriculum:
 - (1) Voice, piano, band, or orchestral instruments, \$24.00 each semester—for one lesson per week.
Pipe organ, \$42.00 each semester—for one lesson per week.
 - (2) Rental of piano for practice, one period per day, \$6.00 each semester.
Rental of pipe organ for practice, one period per day, \$36.00 each semester.
Rental of band or orchestral instruments, \$6.00 each semester.

7. Miscellaneous Fees*

- a. Degree Fee
A fee of \$5.00 will be paid by each candidate for a degree to cover the cost of degree diploma.
- b. Record Transcript Fee
One dollar (\$1.00) will be charged for the second and each subsequent transcript of records.
- c. Late Registration Fee
A late registration fee of \$1.00 per day, not to exceed \$5.00, will be paid by students who do not register on the appointed registration day, except where pre-approval has been obtained from the President of the College.

*No student will be enrolled, graduated, or receive a transcript of his record until all charges have been paid.

B. DEPOSITS

Advance Registration Deposit

A deposit of \$10.00 must be made by all students when they request registration. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the State Revenue Department to the credit of the student's contingent fee. If, however, the student notifies the college at least **three weeks** before the opening of college that he is unable to enter, or if the student is rejected by the college, repayment of this deposit will be made through the Department of Revenue, on application from the student through the college authorities.

Check or money order for this amount should be drawn to the Commonwealth of Pennsylvania.

C. ADDITIONAL COSTS

1. Activity Fee

A fee to be determined by each institution will be collected from all students (except those noted below) and administered under regulations approved by the Board of Trustees through a co-operative organization. This fee will cover the cost of student activities in athletics, lectures, entertainments, student publications, et cetera. Students taking extension courses or regular session students taking less than seven semester hours may secure the benefits of the Activities Program by the payment of the Student Activity Fee. This fee, as determined and collected by the Student Activities Association of the State Teachers College at West Chester, is for the year 1944-1945, \$10.00 each semester.

2. Books

Each student purchases his own books. These may be bought at the College Book Store. The cost of books for a student is approximately \$12.50 each semester.

3. Gymnasium Outfits

All Health and Physical Education students are required to purchase a gymnasium outfit which costs approximately \$15.00. All freshman women students other than those registered in the Department of Health and Physical Education are required to have a gymnasium outfit, including a blue suit, white sweat-shirt, blue socks, and white sneak-

ers, which may be obtained in the stores of West Chester. The approximate cost of the outfit is \$3.75.

D. REPAYMENTS

1. Repayments will be made:

- a. In cases of personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the Board of Trustees, the amount of the housing and contingent fees paid by the student for the part of the semester which the student does not spend in college will be refunded.
- b. The advance registration deposit will be returned to a student provided he notifies the college not less than **three weeks** before the opening of the semester or term of his intention not to attend, or in case the student is rejected by the college.

2. Repayments will not be made:

- a. To students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.
- b. Of the advance registration deposit or any part except where students give notice of their intention to withdraw at least **three weeks** before the college opens or when the student is rejected by the college.

SUMMARY OF COSTS PER YEAR

1. Students Enrolled in Elementary or Secondary Curriculum:

a. Boarding at College

Contingent Fee	\$ 90.00
Activity Fee	20.00
Books (approximately)	25.00
Room, board, laundry	288.00
	<hr/>
	\$423.00

b. Day Students—Living at Home

Contingent Fee	\$ 90.00
Activity Fee	20.00
Books (approximately)	25.00
	<hr/>
	\$135.00

2. Students Enrolled in Health and Physical Education Curriculum:

a. Boarding at the College

Contingent Fee	\$126.00
Activity Fee	20.00
Books (approximately)	25.00
Room, board, laundry	288.00
	<hr/>
	\$459.00

b. Day Students—Living at Home

Contingent Fee	\$126.00
Activity Fee	20.00
Books (approximately)	25.00
	<hr/>
	\$171.00

3. Students Enrolled in the Music Curriculum:

a. Boarding at the College

Contingent Fee	\$180.00
Activity Fee	20.00
Books (approximately)	25.00
Room, board, laundry	288.00
	<hr/>
	\$513.00

b. Day Students—Living at Home

Contingent Fee	\$180.00
Activity Fee	20.00
Books (approximately)	25.00
	<hr/>
	\$225.00

The college sends out bills twice a semester, once at the beginning of the semester, and again at the end of the first half of the semester. This divides the payments per year into four units. If special arrangements, other than the above, are desired, the student should consult the Bursar of the College.

Checks for contingent fee and for room, board, and laundry should be drawn payable to the COMMONWEALTH OF PENNSYLVANIA. If U. S. Postal Money Order is used, the money order should be made payable at Harrisburg and to the Commonwealth of Pennsylvania.

The checks for the ACTIVITY FEE should be made payable to the Student Activities Association at West Chester, Pa.

No fees or deposits other than those specified above may be charged by a State Teachers College.



PHILIPS MEMORIAL BUILDING

CURRICULA OFFERED AT WEST CHESTER

1. A Four-Year Elementary Curriculum

This curriculum embraces the following specialized fields:

a. Early Children Education

This curriculum is designed for four years of pre-service training in Kindergarten-Primary Education and leads to the degree of Bachelor of Science in Education.

b. Intermediate

This curriculum is designed primarily for four years of pre-service training in Intermediate Education and leads to the degree of Bachelor of Science in Education.

c. Rural Education

This curriculum is designed primarily for four years of pre-service training in Rural Education and leads to the degree of Bachelor of Science in Education.

2. A Four-Year Secondary School Curriculum

This four-year curriculum is designed primarily to prepare for teaching in the Secondary Field and leads to the degree of Bachelor of Science in Education.

3. A Four-Year Health and Physical Education Curriculum

This four-year curriculum is designed primarily for the preparation of supervisors and teachers of Health and Physical Education in public schools and leads to the degree of Bachelor of Science in Health Education.

4. A Four-Year Music Education Curriculum

This four-year music curriculum is designed primarily to prepare teachers and supervisors of public school music and leads to the degree of Bachelor of Science in Public School Music.

ELEMENTARY CURRICULUM

The following courses are required of all students who wish to be graduated from the Early Childhood, Intermediate, or Rural Curriculum:*

First Semester			Fifth Semester		
	Periods	Credits		Periods	Credits
English I, including Library	4	3	American Government	3	3
Fundamentals of Speech	3	3	Teaching of Reading	3	3
Biological Science (1)	4	3	Music (1)	4	2
Physical Education (1)	3	1	Art (1)	4	2
Education	3	3	Curriculum in Arith- metic	2	2
Appreciation of Music	3	2	School Law	1	1
	—	—	Elective	3	3
	20	15	Physical Education	3	1
				—	—
				23	17
Second Semester			Sixth Semester		
English II	3	3	Ethics	3	3
Principles of Geography	3	3	Teaching of English, including Hand- writing	4	3
Biological Science (2)	4	3	Music (2)	3	2
Physical Education (2)	3	1	Art (2)	3	2
History of Civilization	3	3	U. S. History to 1865	3	3
Appreciation of Art	3	2	U. S. History II	3	3
	—	—	Physical Education	3	1
	19	15		—	—
				22	17
Third Semester			Seventh Semester		
Literature (1) (English)	3	3	Educational Measure- ments	2	2
Economic Geography	3	3	Curriculum in Elemen- tary Science	4	3
General Psychology	3	3	Visual Education	2	1
Physical Science (1)	4	3	Children's Literature	3	3
Elective	3	3	Evolution of the Amer- ican Public School	2	2
Physical Education	3	1	History of Penn'a.	2	2
	—	—	Elective	3	4
	19	16	Physical Education	3	0
				—	—
				21	17
Fourth Semester			Eighth Semester		
Literature II (American)	3	3	Student Teaching and, Conferences	18	12
Principles of Sociology	3	3	Curriculum Materials, Selection and Adap- tation	4	3
Educational Psychology	3	3		—	—
Physical Science (2)	4	3		22	15
Elective	3	3			
Physical Education	3	1			
	—	—			
	19	16			

*Sequence of courses subject to change for administrative reasons.

ELECTIVES IN THE ELEMENTARY CURRICULUM

The students enrolled in the State Teachers Colleges may qualify for the degree of Bachelor of Science in Education by satisfactorily completing the basic elementary four-year curriculum and twelve semester hours of electives selected from approved courses offered at the College at which the degree is to be conferred.

The students desiring to specialize in Early Childhood Education (nursery school, kindergarten, grades 1, 2, and 3), Intermediate Education (grades 4, 5, and 6), or Rural Education, (grades 1-6 or 1-8) shall be required to complete satisfactorily the basic four-year elementary curriculum and meet the following specific requirements for the field of specialization desired.

Early Childhood Education

	<i>Periods</i>	<i>Credits</i>
Early Childhood Education -----	3	3
*Student Teaching in grades below fourth-----	18	12
Curriculum Materials Selection and Adap- tation for Early Childhood grades ---	4	3
	<hr/> 25	<hr/> 18

Intermediate Education

	<i>Periods</i>	<i>Credits</i>
Teaching of American History and Govern- ment -----	3	3
*Student Teaching in Intermediate Grades -----	18	12
Curriculum Materials Selection and Adap- tation for Interme- diate grades -----	4	3
	<hr/> 25	<hr/> 18

*Three semester hours of the twelve required may be observation and participation in other age levels of the elementary field.

Rural Education

	Periods	Credits
Rural School Problems	3	3
*Student Teaching under rural school conditions	18	12
Curriculum Materials Selection and Adap- tation to rural or in grades 1-6 or 1-8 under conditions ap- proximating those in rural schools	4	3
	—	—
	25	18

Electives may be chosen from the following:

	Periods	Credits
Child Adjustment	3	3
Child Psychology	3	3
Diagnostic and Remedial Instruction in Reading	3	3
Education for Family Living	3	3
Mental Hygiene	3	3
Safety Education	2	2
School Finance	2	2
Education of Exceptional Children	3	3
Teaching of Arithmetic	3	3

and courses in academic fields and special curricula approved at the college in which the student is registered; provided that to achieve a breadth of background, not more than six (6) semester hours may be selected from courses listed above and not more than six (6) semester hours may be selected from any one academic field of special curriculum except Speech, including Dramatics.

*Three of the twelve hours required may be observation and participation in the Early Childhood Education or Intermediate Education divisions.

SECONDARY EDUCATION CURRICULUM

The following courses are required of all students who wish to be graduated from the Secondary Education curriculum. It is necessary to have one major field of at least 24 semester hours and one minor field of at least 18 semester hours. If the student desires, it is permissible to have two majors or one major and two minors:*

First Semester

	Periods	Credits
English I, including Library	4	3
Fundamentals of Speech	3	3
Biological Science (1)	4	3
Physical Education (1)	3	1
Education (1)	3	3
Appreciation of Music	3	2
	<hr/> 20	<hr/> 15

Fifth Semester

American Government	3	3
Educational Measurements	2	2
School Law	1	1
Electives	10	10
Physical Education	3	1
	<hr/> 19	<hr/> 17

Second Semester

English II	3	3
Principles of Geography	3	3
Biological Science (2)	4	3
Physical Education (2)	3	1
History of Civilization	3	3
Appreciation of Art	3	2
	<hr/> 19	<hr/> 15

Sixth Semester

Problems of Secondary Education	2	2
Electives	12	12
Physical Education	3	1
	<hr/> 17	<hr/> 15

Third Semester

Literature I (English)	3	3
Economic Geography	3	3
General Psychology	3	3
Physical Science (1)	4	3
Elective	3	3
Physical Education	3	1
	<hr/> 19	<hr/> 16

Seventh Semester

Evolution of the Ameri- can Public School	2	2
Visual Education	2	1
Ethics	3	3
Electives	11	11
Physical Education	3	0
	<hr/> 21	<hr/> 17

Fourth Semester

Literature II (American)	3	3
Principles of Sociology	3	3
Educational Psychology	3	3
Physical Science (2)	4	3
Electives	5	5
Physical Education	3	1
	<hr/> 21	<hr/> 18

Eighth Semester

Student Teaching and Conferences	18	12
Curriculum Materials, Selection and Adap- tation	4	3
	<hr/> 22	<hr/> 15

* Sequence of Courses subject to change for administrative reasons.

AREAS OF CONCENTRATION IN THE SECONDARY FIELD

Students who wish to be certificated as majors are required to obtain twenty-four semester hours of credit in the specified field. To be certificated as a minor a student must have eighteen hours credit. Anyone who is seriously interested in teaching in any particular field in the secondary schools should have a much wider culture than the minimum requirements alone generally make possible.

English Field

(For complete description of the courses see pages 72-76)

	<i>Periods</i>	<i>Credits</i>
Required—		
12 semester hours		
English I and II	7	6
Literature I and II	6	6
Electives—		
English III	3	3
English Philology	3	3
Modern Poetry	3	3
Essay	3	3
Journalism	3	3
Modern Drama	3	3
Modern Novel	3	3
Nineteenth Century Novel	3	3
Pre-Shakespearean Literature	3	3
Romantic Period	3	3
Shakespeare	3	3
Short Story	3	3
Victorian Prose and Poetry	3	3
World Literature	3	3

French Field

(For complete description of the courses see pages 77-78)

The satisfactory completion of at least two years of preparatory French is a pre-requisite for admission to French I. Students who wish to select a minor or a major in French should begin by taking French I the first semester of their Freshman year; they may have the regular Freshman schedule adjusted by making their desires known to the Dean of Instruction.

The courses in French are planned to satisfy

1. Students who wish to teach the subject.
2. Students in music who need work in French dictation.
3. Students who wish to read the literary backgrounds of opera.
4. Students who desire to gain practice in rapid reading in critical or scientific material.

(Courses designated by a star must not be omitted by those desiring to teach; for a description of each course see page 77).

		<i>Periods</i>	<i>Credits</i>
Electives—			
*I.	First Review Course; emphasis on oral work	3	3
*II.	Second Review Course; emphasis on written work	3	3
*III.	Nineteenth Century Readings	3	3
*IV.	Outline Course in French Literature; this includes a study of the bibliography in the field of French	3	3
*V.	Seventeenth Century French Classics; method of teaching	3	3
VI.	French Dramas and Novels; correlated with the literary background of the opera	3	3
VII.	French Philosophers	3	3
VIII.	French Novel of Today	3	3

Geography Field

(For complete description of the courses see pages 78-81)

General Statement

The geography of the current war is the core around which the various geography courses are developed.

		<i>Periods</i>	<i>Credits</i>
Required—			
	6 semester hours		
	Principles of Geography	3	3
	Economic Geography	3	3

Electives—

12 semester hours		
Geography of Europe	3	3
Geography of Latin America	3	3
Geography of Pacific Realm	3	3
Geography of United States and Canada	3	3
Climatology and Meteorology	3	3
Commercial and Industrial Geography	3	3
Conservation of Natural Resources	3	3
Field Courses (To be approved)	3	3
Physiography	3	3
Trade and Transportation	3	3

Latin Field

(For complete description of the course see page 88)

The Latin courses are planned for those students who propose to become teachers of the subject, as well as for those interested therein in a more general way. The newest methods are discussed and evaluated and an opportunity is given to use these methods in the local high school. Attention is focused upon the Latin language and literature as they reappear in living languages and literatures, and upon Roman social and political customs as reflected in our daily lives.

Any student may enter any Latin course if he has had three years of preparatory Latin. The student in Latin should make his desire known to the Dean of Instruction at the beginning of his Freshman year and should begin his Latin the first semester of that year.

	Periods	Credits
Electives—		
I. Ovid and Vergil	3	3
II. Livy	3	3
III. Cicero and Tacitus; "De Senectute" and "De Amicita"	3	3
IV. Horace	3	3
V. PLAUTUS and Terence and Roman Civilization	3	3
VI. Survey Course in Latin Literature	3	3

Mathematics Field

(For complete description of the courses see pages 89-91)

The department of Mathematics is primarily organized to give prospective teachers of Mathematics training in the various areas of the subject and also to give special attention to methods of presentation. A major in Mathematics is defined as 24 semester hours and a minor as 18 semester hours.

It seems necessary for prospective teachers of Mathematics in secondary schools to enroll in this department during their freshman year.

	<i>Periods</i>	<i>Credits</i>
Recommended for Majors—		
Analytic Geometry	3	3
Calculus (1)	3	3
Calculus (2)	3	3
College Algebra	3	3
College Trigonometry	3	3
Statistics	3	3
Spherical Trigonometry and Navigation	3	3

Electives—

Teaching of Junior and Senior High School Mathematics	3	3
College Algebra (2)	3	3
History of Mathematics	3	3
Synthetic Geometry	3	3

Science Fields

Biology, Chemistry, Physics, General Science

(For a complete description of courses see pages 97-103)

For a first field of specialization not fewer than twenty-four (24) semester hours of courses as outlined hereinafter shall be required and for a second field of specialization not fewer than eighteen (18) semester hours.

Biology

1. Instead of Biological Science I and II, students specializing in biology shall take either Botany I and II or Zoology I and II.
2. Instead of Physical Science I and II, students specializing in biology shall take Chemistry I and II.
3. For a first field of specialization the recommended courses listed below shall be completed and not fewer than twelve

(12) semester hours chosen from the elective courses. If biology is the second field of specialization, the recommended courses should be completed and not fewer than six (6) semester hours from the list of elective courses.

4. List of Recommended Courses 12 sem. hours

	Periods	Credits
General Botany I (Flowering Plants)	5	3
General Botany II (Non-flowering Plants)	5	3
General Zoology I (Invertebrates)	5	3
General Zoology II (Vertebrates)	5	3

5. List of Elective Courses 12 sem. hours

	Periods	Credits
Anatomy	5	3
Bacteriology	5	3
Ecology	5	3
Entomology	5	3
Embryology	5	3
Field Botany	5	3
Field Zoology	5	3
Forestry	5	3
Heredity	5	3
Histology	5	3
Ornithology	5	3
Parasitology	5	3
Physiology	5	3
Plant Propagation	5	3

Chemistry

- Instead of Physical Science I and II, students specializing in Chemistry shall take Physics I and II.
- Biological Science I and II or the equivalent number of hours in Botany and Zoology are required for students taking chemistry as the first field of specialization.

3. List of Recommended Courses 18 sem. hours

	Periods	Credits
Inorganic Chemistry I	6	4
Inorganic Chemistry II	6	4
Qualitative Analysis	7	3
Quantitative Analysis	7	3
Organic Chemistry I	6	4

4. List of Elective Courses 6 sem. hours

	Periods	Credits
Organic Chemistry II	5	3
Industrial Chemistry	3	3
Physical Chemistry	5	3
Biological Chemistry	5	3
Chemistry of Food and Nutrition	5	3
Photography	5	3

Physics

1. Students specializing in physics must demonstrate competence in mathematics adequate to carry courses in physics.
2. Instead of Physical Science I and II, students specializing in physics shall take Chemistry I and II.
3. Biological Science I and II or the equivalent number of semester hours in Botany and Zoology will be required.

4. List of Recommended Courses 15 sem. hours

	Periods	Credits
Physics I and II	12	8
Mechanics	5	3
Electricity and Magnetism	6	4

5. List of Elective Courses 9 sem. hours

	Periods	Credits
Heat	5	3
Optics	5	3
Sound	5	3
Radio Communications	5	3
Physical Measurements	5	3
Astronomy	5	3
Photography	5	3
Modern Physics	5	3
Aeronautics	6	4

General Science

1. Thirty (30) semester hours in scientific fields shall be required as a minimum for specialization in the field of General Science and shall include courses in Chemistry, Physics, Botany, Zoology, Earth Science, and Mathematics.

The courses in Earth Science are given in the Department of Geography and include Physiography, Meteorology and Climatology. For a description of these courses, see pages 78-79. For a description of courses in Mathematics, see pages 89-91.

Social Studies Field

(For complete description of the courses see pages 103-108)

	<i>Periods</i>	<i>Credits</i>
Required—		
13 semester hours		
American Government	3	3
Economics	3	3
History of Civilization	3	3
Sociology	3	3
Electives—		
at least 5 semester hours		
Modern European History	3	3
Social and Industrial History of the United States	3	3
Comparative Government	3	3
Early European History	3	3
Evolution of Social Institutions	3	3
History of England	3	3
History of the Far East	3	3
History of Latin America	3	3
History of Pennsylvania	2	2
History of the United States (1) ..	3	3
History of the United States (2) ..	3	3
Industrial Relations	2	2
Introduction to Philosophy	3	3
Renaissance and Reformation	2	2
Social Problems	3	3

HEALTH AND PHYSICAL EDUCATION CURRICULUM

All men students in the Health and Physical Education Curriculum must participate in six varsity sports over a period of four years. By participation is meant active membership in a varsity squad for the entire season of that sport.

Students enrolled in the Health and Physical Education curriculum may choose their electives from any of the elective fields listed under the Secondary Education curriculum groups of electives.*

First Semester

	Periods	Credits
English I, including		
Library	4	3
Biological Science (1)	4	3
Chemistry	4	3
Personal Hygiene	3	3
Appreciation of Music	3	2
Gymnastic Activities I	3	1
Athletic Activities I	3	1
Aquatic Activities I	3	1
	27	17

Fourth Semester

	Periods	Credits
Hygiene (Community)	3	3
Physiology (2)	3	3
Descriptive Anatomy	3	3
Gymnastic Activities IV	3	1
Athletic Activities IV	3	1
Appreciation of Art	3	2
Elective	2	2
	20	15

Second Semester

	Periods	Credits
English II	3	3
Biological Science (2)	4	3
Chemistry of Nutrition	4	3
Education	3	3
Gymnastic Activities II	3	1
Athletic Activities II	3	1
Aquatic Activities II	3	1
	23	15

Fifth Semester

	Periods	Credits
Fundamentals of Speech	3	3
Economic Geography	3	3
Mechanical Analysis of Activities (Applied Anatomy)	2	2
Gymnastic Activities V	3	1
Athletic Activities V	3	1
Dancing I	3	1
Sociology	3	3
Elective	3	3
	23	17

Third Semester

	Periods	Credits
Literature (1)	3	3
Physiology (1)	3	3
History of Civilization	3	3
General Psychology	3	3
U. S. History	3	3
Gymnastic Activities III	3	1
Athletic Activities III	3	1
	21	17

Sixth Semester

	Periods	Credits
Physical Education tests	3	3
American Government	3	3
Gymnastic Activities VI	3	1
Athletic Activities VI	3	1
Dancing II	3	1
Psychology II	3	3
Elective	4	4
	22	16

* Sequence of course subject to change for administrative reasons.

Seventh Semester			Eighth Semester		
	Periods	Credits		Periods	Credits
Philosophy of Education	2	2	Student Teaching and Conferences	18	12
Leadership in Protective Procedures	2	2	Curriculum Materials, Selection and Adaptation	4	4
Nature and Function of Play	2	2	Gymnastic Activities	3	1
Festivals and Pageants	2	2	VIII		
Organization and Administration of Physical Education	4	4		25	17
Visual Education	2	1			
Gymnastic Activities					
VII	3	1			
	17	14			

MUSIC EDUCATION CURRICULUM

Students enrolled in the Music Education curriculum may choose their electives from any of the elective fields listed under the Secondary Education curriculum groups of electives.

First Semester

	Periods	Credits
English I, including Library	4	3
Education	3	3
Harmony (1)	3	3
Solfeggio (1)	3	2
Ear Training (1)	3	2
Private Study (Voice, Piano or Organ, Chorus, Orchestra, Band, Instruments)	9	3
Health Education	3	1
	28	17

Second Semester

	Periods	Credits
English II	3	3
Fundamentals of Speech	3	3
Harmony (2)	3	3
Solfeggio (2)	3	2
Ear Training (2)	3	2
Private Study (same as first semester)	9	3
Health Education	3	1
	27	17

Third Semester

	Periods	Credits
Appreciation of Art	3	2
History of Civilization	3	3
Harmony (3)	2	2
Solfeggio (3)	3	2
Ear Training (3)	3	2
Eurythmics (1)	2	1
Health Education	3	1
Private Study (Same as first semester)	9	3
	28	16

Fourth Semester

	Periods	Credits
U. S. History	3	3
Literature (1) or (2)	3	3
Harmony (4)	2	2
Elements of Conducting	2	2
Methods and Materials (1)	4	3
Eurythmics (2)	2	1
Health Education	3	1
Private Study (Same as first semester)	9	3
	28	18

Fifth Semester

	Periods	Credits
General Psychology	3	3
Advanced Choral Conducting	3	3
Harmony (5)	2	2
History and Appreciation of Music (1)	3	3
Methods and Materials (2)	4	3
Health Education	3	1
Private Study (Same as first semester)	9	3
	27	18

Sixth Semester

	Periods	Credits
Educational Psychology	3	3
Harmony (6)	2	2
Advanced Instrumental Conducting	3	3
History and Appreciation of Music (2)	3	3
Methods and Materials (3)	4	3
Health Education	3	1
Private Study (Same as first semester)	6	2
	24	17

Seventh Semester

	Periods	Credits
Physical Science	4	3
Student Teaching and Conferences	9	6
Private Study (Same as first semester)	6	2
American Government	3	3
Health Education	3	0
	25	14

Eighth Semester

	Periods	Credits
Educational Measurements	2	2
Student Teaching and Conferences	9	6
Private Study (Same as first semester)	6	2
Elective	1	1
	18	11

* Sequence of courses subject to change for administrative reasons.

CERTIFICATION REQUIREMENTS FOR TEACHERS

Beginning Teachers

Paragraph 14, Section 1210—School Laws of Pennsylvania: "After the first day of September, one thousand nine hundred and twenty-seven, all persons receiving certificates to teach in the public schools of the Commonwealth, except emergency certificates, as herein provided for, shall have the qualifications required herein of beneficiaries of the salary schedule."

This means that a necessary pre-requisite to teaching in the public schools of the State is the possession of a properly issued certificate covering the type of work to be carried on. Certificates are issued for the elementary fields, for certain subject matter fields in the secondary schools, and for teaching and supervising in such special fields as music, health education, etc.

Only two types of certificates are now issued upon the partial completion or completion of curricula at the college: viz., the Standard Limited Certificate and the College Certificate.

If the first registration in an elementary curriculum has been between the dates of January 1, 1937 and February 1, 1939, three years of work will be necessary for a State Standard Limited Certificate. If a student first registered in an elementary curriculum after February 1, 1939, regardless of how much former college work has been completed, a degree is necessary and the certificate issued will be a Provisional College and not a State Standard Limited.

This results from action taken recently by the State Council of Education to the effect that no person may enter the teaching profession in the public schools of the Commonwealth after February 1, 1943 without four years of post-high school preparation. Therefore, after this date, the college certificate will be required for all new entrants into the teaching profession in the public schools.

Concerning the requirements for certification for teaching in other states, the Dean of Instruction should be consulted.

Permanent Certificate

The Permanent College Certificate requires three years of successful teaching in the public schools of this Commonwealth under the Provisional College Certificate and the satisfactory completion of six semester hours of additional work

of collegiate grade, completed subsequent to the issuance of the baccalaureate degree. One-half of the additional work must be professional and the remainder related to the subject or subject fields on the certificate. This certificate is then a permanent license to teach.

Teachers in Service

The following conditions apply only to those persons who have taught in Pennsylvania public schools prior to July 1, 1922. (No credit will be allowed toward the completion of the entrance requirements or of the regular normal school course for teaching done after July 1, 1922).

The sixteen units of high school work required for entrance to the State Teachers College may be earned in approved high schools, summer schools, extension classes, correspondence study in institutions approved by the Department of Public Instruction in accordance with the following amendments:

After January 1, 1931, not more than the equivalent of three years of high school credit or fifty-four counts, may be earned by passing subjects in Pre-Professional Examinations. This does not apply to persons who have been assigned some credit prior to January 1, 1931. This means that persons applying for credit for the equivalent of a four-year high school course after January 1, 1931, must have credit for at least one year of approved work in an accredited school.

Entrance and college credits based on teaching experience have not been granted since September 1, 1927.

Credit for student teaching other than that done under the direction of the college will not be approved.

Credit toward entrance or toward graduation with a degree will not be allowed for experience in teaching.

DESCRIPTION OF COURSES BY DEPARTMENTS

Not all of the elective courses listed will be given in any one year. Whenever the demand for a course warrants the offering of that course, an effort will be made to give the course during the year in which the demand is made. In several cases, certain electives will be given one year and other electives will be given the following year, thus setting up a scheme of alternating certain elective courses.

ART

**Miss Farnham, Head of the Department;
Miss Lamborn**

Art I—Elementary Industrial Art 2 credits

This course is designed to develop imagination and taste in using materials, such as paper, cardboard, wood, yarn, raffia, and clay, and to develop an appreciation of the education value of these materials. General principles underlying art teaching are considered through lectures, readings, reports, and discussions. **MISS FARNHAM, MISS LAMBORN.**

Art II—Elementary Drawing, Design, and Color 2 credits

This course is designed to give students an idea of the intrinsic values of art in an educational program. It stresses expression rather than technical competence. It aims to prepare the prospective teacher to guide and instruct children in art expression. Studio practice consists of problems in picture building, problems in design and color, lettering, and problems in integrating art in the general school program. **MISS FARNHAM, MISS LAMBORN.**

Art IV—The History and Appreciation of Art 2 credits

The essential periods of art throughout the ages are surveyed. The place of art in many cultural patterns is stressed and an attempt is made to develop fundamental principles of critical judgment and to increase the enjoyment and appreciation of art in everyday life. **MISS FARNHAM, MISS LAMBORN.**

Arts and Crafts 3 credits

This is an elective course, useful for students who wish to develop skill in camp and playground crafts. The problems include experiments with various inexpensive materials, and the activities are arranged with regard to the interest and needs of the individual student. **MISS LAMBORN.**

Design 3 credits

This is an elective course planned to develop judgment and creative power in problems of abstract and decorative design. It also includes a study of the recent tendencies in design. Studio practice consists of creating designs for posters, textiles, crafts, decorative drawing, and painting. **MISS FARNHAM.**

Creative Art 3 credits

The aims of this elective course are to develop expression in drawing and painting and to furnish a basis for

aesthetic judgments. The activities are arranged with regard to the individual interests of the students. MISS FARNHAM.

EDUCATION

Dr. Cressman, Head of the Department; Mr. McKelvie,* Miss Connell, Miss Smith, Miss Hobbs, Dr. Heim, Dr. Kessler, Dr. Daily, Miss Baldwin, Dr. Sykes, Dr. Denworth, Dr. Chatterton

Place and Purpose of Education in the Social Order 3 credits

This is distinctly an orientation and guidance course. It deals particularly with the problems that face the student in understanding the nature and importance of the teaching profession and his own preparation for it. It offers a broad survey of the educational organization in the country at large with detailed reference to certain particular situations. DR. CRESSMAN, MISS CONNELL, MISS SMITH, DR. SYKES, DR. DENWORTH.

Philosophy of Education 2 credits

To help the student to do his own thinking concerning the underlying purposes of education in a Democracy and to see how these affect the work of the teacher, the schools, and the nature of the educational program are the aims of this course. Readings, discussions, reports, investigations, and lectures are part of the course. DR. CRESSMAN, MISS SMITH, DR. SYKES.

Evolution of the American Public School System 2 credits

This course includes an historical consideration of the growth and development of public education in the United States from Colonial times to the present. Special emphasis is placed upon the history of education in Pennsylvania. Required readings, reports, lectures, and discussions are a part of the course. DR. CRESSMAN, MISS SMITH, DR. SYKES, MISS CONNELL.

Principles of Secondary Education 3 credits

The purpose of this course is to survey briefly the development and nature of secondary education in America, the nature of the secondary school population, and the adolescent boy and girl in particular. Special attention is given to current and possible future trends. DR. CRESSMAN, DR. SYKES.

Early Childhood Education 3 credits

This course involves a study of the growth and development of children from infancy through the sixth year. The

*Leave of absence for military service.

stimulation and guidance of children's interests and activities are fully discussed and demonstrated. Then, special arrangements are made for observations in homes where there are babies of different ages and in nursery schools in the surrounding community. Also, many observations in the Demonstration Kindergarten are required so that students may see children develop in an environment which is set up especially for them. MISS BALDWIN.

Teaching of Reading

3 credits

This course includes the technique and methods of the teaching activities from the kindergarten through grade six. It covers the evolutionary development of reading, the place of reading activities in life, and certain of the physiological and psychological aspects of reading. Special attention is given to the problems of material, to measurements of progress, and to diagnostic and remedial methods. Demonstrations and discussions are important features of the course. DR. KESSLER.

Diagnostic and Remedial Instruction in Reading

3 credits

This course is concerned chiefly with diagnosing the difficulties which children in the early grades have in developing desired reading skills and with the application of effective remedial measures. A reading clinic serves as an effective laboratory for part of the work of the course. DR. KESSLER.

General Psychology

3 credits

This is a basic course required of all students. Emphasis is placed upon human growth and development and an understanding of the individual in his relationship with a larger social world. Contributions from psychology are brought to bear upon the phenomena of behavior as it is studied and interpreted. MISS CONNELL, MISS SMITH, DR. KESSLER, DR. DENWORTH.

Educational Psychology

3 credits

Various practices in education are evaluated in the light of the facts and principles of psychology in relation to present educational issues. Several basic psychologies of learning are considered, such as Thorndike's conditioned response and Gestalt. Such topics as forgetting, intrinsic and extrinsic learning, individual differences, transfer of training, and personality are considered. MISS CONNELL, MISS SMITH, DR. KESSLER, DR. DENWORTH.

Child Psychology

3 credits

This course is concerned with the study of the development of the child from birth to the adolescent years. The physical, environmental, and psychological factors that condition the child's development are considered, and the factors leading to abnormal development and behavior problems, as well as factors contributing to the normal development of the child, are given special attention. **MISS SMITH.**

Child Adjustment

3 credits

This is a course in mental hygiene applied to the problems of the elementary school child. Problems of adjustment relating to school, home, and community, and plans for child accounting are studied. Prerequisites: General and Educational Psychology. **DR. KESSLER.**

Special Education

3 credits

Consideration is given to general problems involved in teaching the Mentally Superior, the Mentally Retarded, and the Physically Handicapped children, including the blind and the deaf. The course includes methods of meeting the educational, social, and psychological needs of all these types of exceptional children, especially when they are retained in the grades, and serves as a general introductory course dealing with children placed in various types of special educational opportunities. **DR. KESSLER.**

Safety Education

2 credits

The course in safety education deals with such topics as rules, regulations, and laws concerning the driving of automobiles; rules, regulations, and laws setting forth the rights of pedestrians; a study of other hazards that endanger life, such as regulations for fire drills and regulations concerning exits from public buildings. Other topics of a similar nature are dealt with in this course. **DR. HEIM.**

School Finances

1 credit

The principles and problems involved in providing adequate financial support for education, with especial attention to the situation in Pennsylvania, are dealt with in this course. Matters pertaining to taxation, equalization of school support, budgeting, financial accounting, insurance, financing student activities, management of cafeterias, and similar topics will be discussed. **DR. CRESSMAN, DR. SYKES.**

Mental Hygiene

3 credits

This course attempts to analyze the individual from several standpoints according to the principles of mental hygiene. The practical phase of the course is the application of these principles to individual problems of adjustment to the school and society. MISS SMITH, DR. KESSLER, DR. DENWORTH.

Educational Measurements—

2 credits

The various educational and achievement tests are examined, discussed, and studied as to use, value, and interpretation. Stress is placed upon the principles involved in constructing and using teacher-prepared classroom tests and other means of evaluating the needs, development, and growth of the individual pupil and group. The fundamentals of educational statistics are studied in connection with their use in the testing program. DR. PICKETT, DR. KESSLER, DR. SYKES, MISS SMITH.

Problems of Secondary Education

2 credits

This course consists of the practical problems of organization and management of present day secondary education and better adaptation to a democratic society. It considers in detail problems growing out of types and sizes of secondary schools, the adolescent child, individual differences among secondary school pupils, the high school curriculum, extra curriculum activities and education as guidance. The unit on guidance will give a general view of all phases of guidance in the secondary school; educational, vocational and social. MISS CONNELL.

Visual Education

1 credit

This course considers the need for visual-sensory techniques in the learning process. The number of visual-sensory aids is constantly increasing and greater emphasis is being placed upon these various helps in teacher education. Some of the types of aids considered in this course are: the school journey or field trip, objects, specimens and models, stereoptican, opaque projector, motion pictures, filmslides, graphic materials, radio education, phonograph and recordings, microfilm, photography, etc. The course is largely a laboratory course with emphasis upon actual application of the techniques studied to modern educational procedure. DR. HEIM.

School Law

1 credit

This course concerns itself with the sources of school law and with trends in its development in the United States in

general and in Pennsylvania in particular. A major part of the course is devoted to a detailed consideration of existing school legislation in Pennsylvania. Desirable new legislation is discussed and some comparison made with school laws in neighboring states. The work consists of discussions, reports, lectures, and investigations. DR. CRESSMAN.

Curriculum Materials 3 credits

The course in Curriculum Materials is closely related to the work student teachers are doing at the time. Each supervisor teaches the course to those students who are doing student teaching under his supervision. Emphasis is placed on selection and adaptation of teaching materials, first for those schools in which the students are teaching, and second, in the fields in which they may find positions later. The common principles of curriculum construction are presented in all groups, but the details and applications vary in different groups—elementary, secondary, and the special fields. DR. DAILY, MISS HOBBS, DR. SYKES, DR. CHATTERTON.

Rural School Problems 3 credits

The problems that arise from the background and form of organization of the rural school comprise the basis of the course. Because of the prevalence of one-teacher schools, particular emphasis is placed on their problems, but attention is also given to the particular problems of the consolidated school. The purpose of the course is to understand these problems and to find the most satisfactory solutions for them. DR. SYKES.

Student Teaching and Conferences 12 credits

A period of apprenticeship for the prospective teacher, this course provides opportunity for the beginner to observe and to participate in a period of practice teaching under the sympathetic guidance of master teachers. Student teaching is carried on to meet the needs of each curriculum—Elementary, Secondary, Health and Physical Education, and Music Education. DR. DAILY, MISS HOBBS, DR. SYKES, DR. CHATTERTON.

Psychological Clinical Practice 3 credits

The work will cover case studies, giving, scoring, and interpreting mental tests, personality inventories and the use of clinical instruments. The course is open only to students who have had the proper requisites, and admission is granted by the director of the clinic and by the Dean of Instruction. Credit will be awarded on the basis of one semester hour of

credit for each forty-five clock hours spent in the actual work in the clinic. DR. KESSLER.

Ethics 3 credits

The course in ethics is concerned with the development of principles of right conduct and practical systems of social morality. It has to do with the human values and the development of moral standards both for the individual and society. Basically it seeks answers to such moral problems as following: What conduct shall we choose and from what shall we refrain? What shall we fight for and what against? The methods used will involve lectures, discussions, readings, and reports. DR. CRESSMAN.

ENGLISH

Miss McCarthy, Head of the Department; Miss Tyson, Miss Geyer, Miss Wilson, Miss Clark, Miss Ramsey, Miss Barrer, Dr. Slagle

English I 3 credits

This course includes significant historical aspects of the English language, work in vocabulary enrichment, use of the dictionary, and perfection of sentence structure through grammatical analysis. Frequent themes based on outside readings related to students' interests are required. MISS GEYER, MISS CLARK.

English II 3 credits

The interpretative side of English from the sentence to the paragraph and to the composition as a whole is stressed in this course. Analysis, outlining, and precis writing are practiced. Creative writing is primarily composition of an expository and descriptive nature. Prerequisite: English I. MISS GEYER, MISS CLARK.

English III 3 credits

In this course a study of the several forms of prose writing is made. Students are given opportunity to try each form studied. Prerequisite: English I and II. MISS WILSON.

Journalism 3 credits

This is a course in school journalism, aiming to give experience in the organizing and conducting of a school newspaper. It includes a brief history of journalism, a study of the methods of reading newspapers, a study of the staff organization of the school paper, and practice in writing news, features, editorials and headlines. MISS RAMSEY.

English Literature 3 credits

This course is a survey of English literature from the tenth through the nineteenth century. Particular attention is given to major figures, literary movements and productions, with minor consideration given to types. An anthology is used. **MISS McCARTHY, DR. SLAGLE, MISS GEYER.**

American Literature 3 credits

A survey of American Literature from Colonial days to the twentieth century, this course gives special attention to major figures and to the influence of political and social events on American letters. An anthology is used. **MISS McCARTHY, DR. SLAGLE, MISS GEYER.**

Children's Literature 3 credits

This course acquaints the prospective teachers with the stories, poems, and fiction known as children's literature. The student is also trained in using indexes and guides that enable him to select and locate appropriate material for daily class room use and for programs celebrating various occasions during the year. **MISS WILSON.**

The Eighteenth Century 3 credits

This is a study of the writings of the chief literary figures of the period. **DR. SLAGLE.**

Nineteenth Century Novel 3 credits

The purpose of this course is to acquaint students with some of the prominent English and American novelists of the nineteenth century. Sir Walter Scott, Charles Dickens, William Thackery, George Meredith, George Eliot, Samuel L. Clemens, Henry James, and William Dean Howells are among the writers who are studied. **MISS CLARK.**

Modern Novel 3 credits

An attempt to acquaint students with some of the prominent English and American novelists of the twentieth century is made in this course. Representative novels by such writers as John Galsworthy, Arnold Bennett, H. G. Wells, Willa Cather, Edith Wharton, Ellen Glasgow, Sinclair Lewis, and Theodore Dreiser are read and discussed. **MISS CLARK.**

World Literature 3 credits

A limited number of recognized literary classics of the world are studied in translation in this course. Some attempt is made to recognize the indebtedness of English literature to these masterpieces. **MISS RAMSEY.**

The Romantic Period

3 credits

The major representatives of the Romantic Movement from Wordsworth to Tennyson, including the forerunners of the movement and its philosophy, are studied. An effort is made to connect the movement with contemporary literature. DR. SLAGLE.

Victorian Prose and Poetry

3 credits

A survey of the literature of the Victorian period and a detailed study of eight prominent authors are made. Some attempt is made to show the beginnings of certain literary and social movements that affect present day thinking. MISS MC CARTHY.

Pre-Shakespearean Literature

3 credits

This course covers in survey fashion some of the plays which are important in the development of the English drama up to the time of Shakespeare. MISS RAMSEY.

Shakespeare

3 credits

Material for this course consists of an outlined study of Shakespeare's time in English history and a detailed study of the most representative plays in such way that this study may be used by students for teaching any of the plays. MISS RAMSEY.

Modern Poetry

3 credits

The principal contemporary English and American authors are considered in this course. Tendencies in the form and thought of modern poetry are studied. MISS CLARK.

Short Story

3 credits

This course is concerned with the development of the short story. Foreign forms and modern experiments are briefly considered. The teaching connections with both composition and literature are stressed. DR. SLAGLE.

The Essay

3 credits

This course covers the nature of the essay and its place in modern literature. The readings are from both English and American essayists; the collections of essays read include 18th century, 19th century, and 20th century essays. MISS GEYER.

English Philology

3 credits

A study of the history and development of the English language and an intensive study of the essentials of English grammar, with the relation of these principles to the structure of sentences constitute this course. MISS GEYER.

Play Production

3 credits

This is a fundamental course in the theory and practice of acting and directing, which is designed to stimulate the cultural and social development of the student and to aid the prospective teacher who will be called upon to produce plays. It contains text material in technique; reading and discussion of examples of dramatic literature; and laboratory practice in life study, pantomime, interpretation of lines, and the production of one-act plays. MISS BARRER.

Modern Drama

3 credits

The content of this course consists of historical background, biographical material, a survey of modern methods in theatre, and the plays of modern dramatists from Ibsen to the present day. The bulk of this material is presented through classroom lectures and discussion; in addition, there is a reading requirement of a certain number of plays by each student. MISS RAMSEY.

Dramatics in the Elementary Grades

3 credits

This course deals with the techniques of dramatic-play, dramatization, and play production. It includes discussion of the educational principles underlying the choice of the form to be used with children in the kindergarten and elementary grades. It is planned to give the student a critical acquaintance with a variety of materials and to furnish a basis for the selection and utilization of such materials. MISS BARRER.

Choral Speaking

3 credits

Choral Speaking aims, through the communal voicing of poetry, to stimulate appreciation, interpretation, and artistic expression of poetry; to demonstrate the educational and social value of unison speech; and to train choral leaders in the technique of choir conducting and in the selection and treatment of materials. MISS TYSON.

Speech ..

3 credits

This course includes the study and application of the fundamental principles of effective speaking and training in the selection, organization, and development of materials suitable for speeches for special occasions and speeches adapted to the needs of professional business people. Special emphasis is given to the study of the regulations governing deliberative assemblies and to practice in parliamentary procedure. MISS TYSON, MISS BARRER.

Speech Problems

3 credits

The training of prospective teachers to care for defective speech in the classroom and in the clinics and to make educators and society cognizant of the increasing need for a definite speech education program in our public schools are the aims of this course. Diagnostic and remedial clinics, operating in conjunction with this course, give students practical experience in diagnosing and treating defective speech, in administering tests, and in making and using speech records. The more competent and experienced student clinicians are trained to supervise these activities and to conduct clinical demonstrations. **MISS TYSON.**

Teaching of English in the Elementary School

3 credits

This course aims to show the development of oral and written expression in the elementary grades. The various forms of oral and written expression are analyzed and evaluated. Spelling, hand-writing, vocabulary development, correct speech usage, and other necessary mechanics are given special attention. **MISS TYSON.**

Teaching of English in the Secondary School

3 credits

This course is concerned with the choice of material and methods suitable for the teaching of English in the junior and senior high school. The course of study in English now used in the State is examined and discussed with a view to adapting it to local conditions. **DR. SLAGLE.**

FRENCH**Dr. Staley, Head of the Department****French I—First Review Course** 3 credits

This course aims to improve pronunciation and to yield a certain fluency in speech. It is the basic review course for all who select French as a field, but for the benefit of students in other fields the texts for oral practice will include French songs and selected readings emphasizing material needed in music, art, and science.

French II—Second Review Course 3 credits

This course may be taken independent of French I. Although continuing oral work, it will stress the ability to write simple French and will do so by the use of topical reports on French civilization.

French III—Nineteenth Century Readings 3 credits

This course will endeavor to encourage rapid reading; texts will be chosen to illustrate the Romantic and Realistic Movements; each student who desires a general reading course may select subject matter of significance to him.

French IV—Outline Course in French Literature 3 credits

This is a rapid survey course of French literary movements, offering preparation for the more specialized courses to follow. Each student is required to become acquainted with the bibliography in the field of French.

French V—Seventeenth Century French Classics 3 credits

This course includes a close study of French masterpieces of the classical period; part of the semester will be devoted to the discussion of problems in method.

French VI—Representative Dramas and Novels 3 credits

This is an attempt to correlate the study of French literature with the opera. The readings are selected from those dramas and novels that inspired the world's greatest composers.

French VII—French Philosophers 3 credits

Although this course emphasizes the contribution of 18th century writers to modern social evolution, it does so by considering the century as reactionary to much of the thought of the 17th and as a preparation for the 19th and 20th centuries.

French VIII—French Novel of Today

3 credits

Here the student will examine modern literature since Proust and will aim to determine its meaning in relationship to French life of the last twenty-five years.

(NOTE:—All students who desire 24 hours in French, or all students who begin later than their Freshman year should arrange their schedules in such a manner as to take 6 hours during at least one semester; this is to enable them to be free during student teaching).

GEOGRAPHY

Miss Elliott, Head of the Department;
Miss Broadhead, Mr. Benner.

Principles of Geography

3 credits

This is a foundation course leading through a study of representative world regions to an understanding of geography as a science of the relationship between man and his natural environment. **MISS ELLIOTT, MISS BROADHEAD, MR. BENNER.**

Economic Geography

3 credits

To develop geographic understanding of world patterns of present and potential producing and consuming areas through a study of regional work activities in their natural environmental and inter-regional relationships is the aim of this course. **MISS ELLIOTT, MISS BROADHEAD, MR. BENNER.**

Geography of the United States and Canada

3 credits

This study of man's adjustments to the natural environment in major physical and economic regions of the United States and Canada leads to appreciation of future land utilization possibilities. It also considers the relation of the United States and Canada to the rest of the world. **MISS BROADHEAD.**

Physiography

3 credits

This is a course in geomorphology, or the study of land forms. It includes a consideration of the atmosphere and the ocean in relation to landscape and explains the natural environment to which the distribution and behavior of the animal and human world are related. It emphasizes interpretation and practical use of topographic maps. This course is a fundamental part of geography and essential to geographic understanding. **MISS ELLIOTT.**

Climatology and Meteorology

3 credits

This course includes an intensive study of the composition of the atmosphere, the elements of weather and climate, the

types of climate and their distribution, as well as a geographic interpretation of United States Weather Maps and the major climatic regions of the world. MISS ELLIOTT, MISS BROADHEAD.

Conservation of Natural Resources 3 credits

This course considers the extent and distribution of our natural resources, the problems arising from their exploitation, and the aims and practices of conservation as they are being used. It emphasizes the importance of geographic thinking in the development of local, state, and national conservation programs. MISS ELLIOTT.

Geography of Europe 3 credits

This course has as its chief objectives a geographic understanding of the current situations in the European theater of the present world war and the contributions of geography to possible European outcomes of this war. This includes a geographical analysis and interpretation of the natural, political, and economic regions of Europe, the work and populations patterns of the continent as a whole, the spheres of influence, the international relations and the historical geography of Europe. MISS ELLIOTT.

Historical Geography of North America 3 credits

This study of the historical geography of North America with emphasis upon the United States leads to an appreciation of the importance of man's adjustments to the natural environment in the development of present day America. MISS BROADHEAD.

Geography of Latin America 3 credits

This course offers a consideration of political, economic, and cultural environment. This includes a survey of the geography of Latin America as a whole. It considers mutual benefits derived from amicable relations between the United States and Latin American countries and the place of Latin America in world trade. MISS BROADHEAD.

Teaching of Geography .. 3 credits

This is a course designed to acquaint students with up-to date methods of teaching modern geography. It considers techniques in the use of specimens, pictures, maps, word matter, activities, and other geographic tools. It gives actual experience in the analysis of current events related to geography, the organization of field trips, and the development of units of work with respect to the various levels of difficulty in geographic thinking. It is offered as two distinct courses: Teach-

ing of Geography in the Elementary Schools, and Teaching of Geography in the Secondary Schools. MISS ELLIOTT.

Geography of Pacific Realm

3 credits

This course centers around the activities of the present global war as they are being carried out in the realms of the Pacific and Indian Oceans. This involves a study of the major geographic regions of Asia, Africa, Australia, and the islands of the Pacific and Indian oceans from the viewpoint of outstanding relations between cultural and natural landscapes and the inter-dependence of these regions and the rest of the world. MISS ELLIOTT.

Trade and Transportation

3 credits

A geographic analysis of world trade and transport patterns is made in this course. It considers areas of commercial production and choice of trade routes: land, sea and air. Special attention is given to geography of ocean transport and the participation of leading maritime nations. MISS BROADHEAD.

Political Geography

3 credits

A course showing the inter-relationship between politics and geography within organized society. It surveys political divisions of the world, their resources and waterways, and their relation to political dominance. It offers opportunity for geographic interpretation of political problems in individual countries. MISS BROADHEAD.

Field Geography

3 credits

The technique of field work in geography is emphasized in this course. It develops ability in the use of tools in making geographic surveys and in mapping areas. It gives opportunity for actual experience in field work. It also considers geographic planning with reference to future use of land surveyed. MISS ELLIOTT, MISS BROADHEAD.

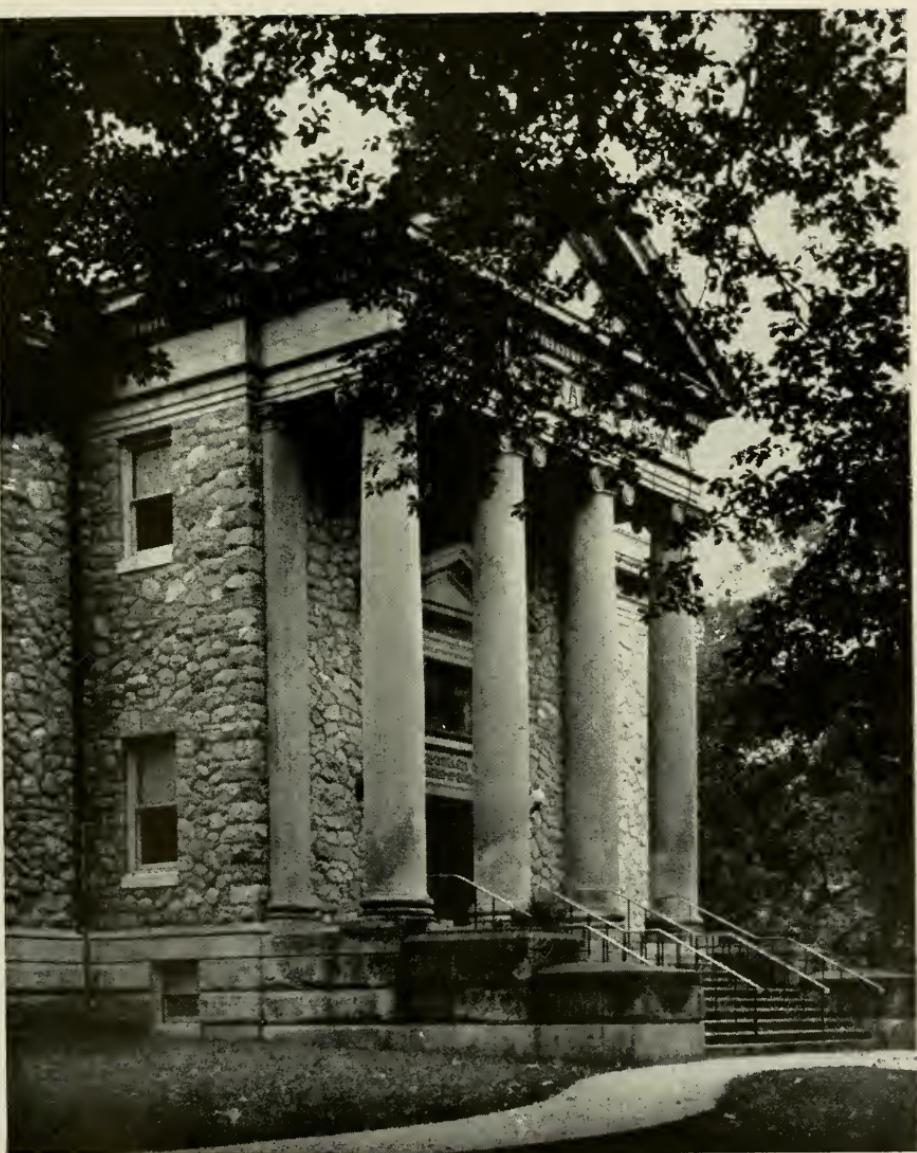
Field Course in Geography

3 credits

This course surveys the physiography, the economic geography, and the conservation of natural resources of selected regions by means of actual observation and research. Regions of field study include Pennsylvania and adjacent areas; northeastern, southeastern, northwestern, and southwestern United States; and other regions as requests warrant. MISS ELLIOTT.

One credit is given for each week devoted to field study.

For additional information address the Dean of Instruction, State Teachers College, West Chester, Pennsylvania.



THE LIBRARY

Geography of Pennsylvania 3 credits

This is a study of (1) the major work activities from the standpoint of geographic planning, (2) how these activities bring Pennsylvania into relation with the other parts of the United States and the rest of the world, and (3) the work and population patterns in their world relations. MISS ELLIOTT.

Geography of the Western Hemisphere 3 credits

This course includes a survey of the relationships between human interests and natural environmental conditions in the major regions of the United States, Canada, and Latin America, with emphasis upon the geography of United States. World interrelationships receive attention. MISS BROADHEAD.

Geography of the Eastern Hemisphere 3 credits

This course is an analysis of the relationships between cultural and natural layouts of major physical, political, and economic regions of Europe, Asia, Africa, and Australia, and of the hemisphere as a whole. It emphasizes the geography of world relations. MISS ELLIOTT.

Commercial and Industrial Geography 3 credits

This course includes an intensive study of the relationship between industrial and commercial activities of the major work regions of the world and the natural environmental conditions of those regions. It leads to a geographical understanding of the inter-dependence of nations. MISS BROADHEAD.

HEALTH AND PHYSICAL EDUCATION

Mr. Allen, Head of the Department; Mr. Waters,* Miss Wade, Miss Schaub, Miss Leach, Mr. Killinger,* Mr. Graham, Mr. Lux**, Miss Zimmerli**.

Gymnastic Activities I and II 2 credits

This is an introductory course in the fundamentals of gymnastics, marching tactics, apparatus, and games of low organization.

Men students are required to pass a minimum number of safety skills on the apparatus. MR. GRAHAM.

Women: This course includes the fundamental techniques, team play, and officiating of volleyball; elementary gymnastics, marching tactics, apparatus, games of low organization, stunts, tumbling and tennis. MISS LEACH.

* Leave of absence for military service. **Leave of absence.

Gymnastic Activities III and IV

2 credits

The first semester is devoted to clogging and tap dancing. During the second semester more advanced work is given in gymnastics, apparatus, and stunts and tumbling.

Men: Instruction in games and relays is continued. Elementary practice teaching is begun through the use of small units of materials learned in the first year. MR. GRAHAM.

Women: The first semester is devoted to tap dancing; techniques, rhythmic approach, movement and analysis. During the second semester advanced work is given in apparatus; pyramid building, methods of teaching Danish Gymnastics and student teaching in class periods: tennis strokes and skill tests. MISS LEACH.

Gymnastic Activities V and VI

2 credits

Men: Methods of teaching gymnastics and nomenclatures of apparatus exercises are emphasized in this course. Informal methods and natural activities are studied and presented by student teachers to their own units. Advanced apparatus is taught and certain skills required of each student. MR. ALLEN, MR. GRAHAM.

Women: First Semester: **Modern Dance.** This course includes fundamental, axial, and locomotor movements and their use in Dance composition. The creation of original composition. The creation of original composition by the students is stressed. Both piano and percussion accompaniment are used.

Second Semester: Instruction is given in rhythmic activities, folk dance and singing games for elementary and intermediate grades: instruction in tennis with emphasis on officiating, scoring tactics, strategy and tournament play. MISS SCHAUB.

Gymnastic Activities VII and VIII

2 credits

Men: Study and practice are given in the theory and methods of different systems of gymnastics, the organizing of games, and planning of demonstrations for schools. MR. GRAHAM, MR. ALLEN.

Women: Fundamentals of speedball, soccer, and golf are taught. The work of the second semester includes instruction in sidewalk activities, types of activities suitable for schoolroom use, formal work with and without apparatus and tennis with emphasis on coaching, officiating, and individual charting of plays. MISS LEACH.

Athletic Activities I and II

2 credits

Fundamentals of highly organized athletic activities are presented. Stress is placed on the development of skill in playing the games and on the detailed analysis of elementary techniques and tactics of play. Rules are studied and interpreted. Theory and practical tests are included.

Men: (All students in the Health and Physical Education Curriculum must participate in four varsity sports over a period of four years. By participation is meant active membership on a varsity squad for the entire season of that particular sport). Class activities in Athletic Activities I and II include football, (regulation, touch, and six-man); badminton, volley-ball, paddle tennis, table-tennis; baseball (regulation and softball); practice in officiating. MR. GRAHAM.

Women: Highly organized team sports are taught. They include field hockey, basketball, baseball; individual and dual sports, badminton, bowling, paddle tennis, and similar games; also organization and administration of tournaments and athletic contests are considered. MISS SCHAUB.

Athletic Activities III and IV

2 credits

This is a continued study of intermediate and advanced fundamental techniques and tactics of highly organized athletic activities; study and interpretation of the rules; theory and practical tests.

Men: Soccer (regulation and six-man); speedball; basketball; tennis; practice in officiating; charting and statistical work in connection with varsity games in these activities are included. In addition, students should be continuing participation as active members of varsity squads as outlined under "Athletic Activities I and II." MR. GRAHAM.

Women: Hockey and basketball are continued with intermediate and advanced instruction in techniques and tactics. Archery, shooting, care of equipment, tournaments, and safety methods are given in the second semester. Individual sports such as track and field, paddle tennis, horseshoes, are presented. MISS SCHAUB.

Athletic Activities V and VI

2 credits

In this course emphasis is placed upon the coaching point of view, methods of instruction, and supervised practice in officiating.

Men: Classwork includes cross-county and track. By the end of this year students should have completed, if possible,

the required participation in four varsity sports as outlined under "Athletic Activities I and II." MR. GRAHAM.

Women: Hockey and basketball are continued with intermediate and advanced instruction in techniques and tactics. Analysis of Fundamental Skills of Body Movement in Athletic Activities, Advanced Badminton, and Archery, are included in the second semester. MISS SCHAUB.

Aquatic Activities I and II

2 credits

The course in swimming takes up the practice, analysis, and techniques in the teaching of a variety of swimming strokes. There is instruction also in water games, stunts, and the organization of swimming play days and meets. The American Red Cross Life Saving Test is given, together with other water safety procedures. Men: MR. GRAHAM; Women: MISS LEACH.

Dancing I and II

2 credits

I. This course includes the fundamentals of rhythm in bodily movement and in music, with a study of their common elements and relation to each other; the use of percussion and musical accompaniment in the dance; the teaching of rhythms to children, with a study of the teaching approach at different age levels.

Men: The second half of the semester is devoted to the teaching procedures of clog and tap dancing.

II. The course deals with advanced folk dancing, including American and English Square and Country Dances, and the use of these in recreational programs; teaching principles and adaptations of folk dances to different age levels in the school program. MISS WADE.

Hygiene I (Personal and Community)

3 credits

Major Students in the Health and Physical Education Curriculum

This is an intensive course which is planned not only to improve the students' habits, attitudes, and knowledge of personal hygiene, but to serve as the background for later professional courses in methods and practice teaching of health by specialists in health and physical education. MRS. BALL.

Hygiene II (School and Community)

3 credits

Students in the Elementary and Secondary Curriculum

This course includes the discussion of the School Health program from the standpoint of Healthful School Living, Health Service, and Methods and Materials of Health Instruc-

tion in grades one through twelve. It also includes the discussion of Community Health as it is related to the School Health Program and the work of the United States Public Health Service. Men: MR. ALLEN; Women: MISS SCHAUB.

Physiology II (Physiology of Exercise) 3 credits

Each bodily system is studied in its relation to exercise, fatigue, training, staleness and other situations related to Physical Education. Prerequisite: Physiology I (See Page 100). DR. TREZISE.

Mechanical Analysis of Activities (Applied Anatomy) 2 credits

This course is designed to acquaint the student with the techniques and mechanics of movements in physical activities as based upon the anatomical relationship of muscles, bones, and neutral control. Prerequisite: Anatomy 1 (See page 100). MR. ALLEN.

Physical Education Tests and Measurements 3 credits

This course consists of a study and evaluation of achievement tests in Physical Education; methods of constructing achievement tests and finding the relationship of capacity, ability, and achievement. Practical tests and measurements will be made by the student under the supervision of the instructor. MR. ALLEN, MR. GRAHAM.

Nature and Function of Play 2 credits

Emphasis is placed upon the need for play in the normal development of the child, and the recreational and "fitness" aspects of play in relation to adult well-being. A brief study is made of the historical role of play and its influence in the social development of various nations. Practical experience in recreational leadership, program planning, and the administration of programs, for playgrounds, camps, USO centers, clubs, etc., is included. MISS WADE.

Leadership in Protective Measures 2 credits

Prevention and emergency care of injuries of all types, but with special reference to first aid, bandaging, and massage are taught in this course. Lectures, discussion, demonstration, and projects involving practice by the students are the methods used. MISS LEACH, MR. GRAHAM, MR. ALLEN.

Organization and Administration of Health and Physical Education 4 credits

The purpose of this course is to have the student acquire knowledge of how the health and physical education program

is organized, conducted, and supervised in the elementary and secondary public schools. The main topics considered are underlying philosophy of health and physical education, legal status of physical education laws affecting teachers of physical education, routine clerical work required of a teacher in rendering reports, class organization, constructing and revising a course or study. Preparing an outline both in health instruction and physical activity program, publicity and means of evaluation of a program of health and physical education are parts of the course. MR. ALLEN.

Festivals and Pageants 2 credits

This course is a study of the theory and practical problems in stage movement and business, lighting, costume, and make-up. Material is presented from the standpoint of the director of pageants in schools and playgrounds. MISS BARRER.

Curriculum Materials 4 credits

This course includes a discussion of a modern philosophy of education and modern physical education philosophy, showing the relationship between the two; it includes the critical study of the aims, objectives, and materials as they are incorporated in various elementary and secondary Physical Education Curricula. Opportunity is given for small groups to build a curriculum for a specific situation. Men: MR. ALLEN, Women: MISS SCHAUB.

Student Teaching and Conference of Health and Physical Education 12 credits

As the name indicates, this course includes observation, participation, and teaching under co-operative teachers; it includes also conferences with the supervisor in charge. Opportunities are provided for Health Instruction and Physical Education in the elementary grades and in the junior and senior high school. MR. ALLEN, MISS SCHAUB.

Physical Education I and II (Women) 2 credits

This course includes physical education activities and seasonal sports for the purpose of building up the students' strength, endurance, and skill; and, in addition, The Red Cross Standard Course in First Aid. Required of all freshmen in the elementary and secondary curricula. MISS WADE, MRS. BALL.

Physical Education III and IV (Women)

Further development of skills in physical education activities with additional emphasis upon those activities which

will be included in the elementary and secondary school program. Personal and community hygiene are also part of the course which is required of all sophomores in the elementary and secondary curricula. MISS WADE, MRS. BALL.

Physical Education V and VI (Women)

Training is given in the leadership of the various kinds of games and rhythmic activities suitable for elementary and secondary schools. A study of the modern school program includes health instruction, health service, and healthful school living. MISS WADE, MRS. BALL.

Physical Education VII (Women)

This is a study of current health problems and the observation of physical and health programs in the schools. For seniors in the secondary and elementary curricula. MISS WADE.

Physical Education I and II (Men)

This course includes the following:

Fall—Fundamentals and team play in soccer and touch football, cross country.

Winter—Basketball, volleyball, and simple activities on apparatus.

Spring—Softball and fundamental objectives in track activities. MR. GRAHAM.

Hygiene I and II (Personal) 2 credits

Personal Hygiene as it affects the better living of the college student and the classroom teacher is the subject matter of this course. (Two hours a week for two semesters.) MR. GRAHAM, MRS. BALL.

Teaching of Health 2 credits

Students in the Elementary Curriculum

The course in Hygiene II for major students in the Health and Physical Education Curriculum is adapted to fit the needs of the classroom teacher of children in the elementary school. MR. ALLEN, MISS SCHAUB, MISS LEACH, MRS. BALL.

LATIN**Dr. Staley, Head of the Department****Latin I—Ovid's "Metamorphoses"; Composition 3 credits**

This course combines the reading of Ovid with a review of mythology; it includes also a study of the meter of Ovid and Virgil and attempts to clarify the problem of Latin pronunciation. The unit in composition is planned to review forms and syntax and to afford an opportunity for the discussion of the methods of presenting the essentials of Latin grammar to high school students. DR. STALEY.

Latin II—Livy 3 credits

A short review of Roman military tactics as seen in the Punic and Gallic wars, this course presents also various methods of teaching vocabularies. DR. STALEY.

Latin III—Cicero's "De Amicitia" and "De Senectute"; selected letters 3 credits

This course follows the interest of Cicero himself and entails a presentation of Roman philosophical systems, Roman religious customs, Roman training for public life. The type of assignment varies from day to day in order that the course may offer definite ideas for the handling of reading material in high schools. DR. STALEY.

Latin IV—Horace's Odes and Satires 3 credits

This course emphasizes the influence of Horace upon world literature and includes an analysis of Sapphic and Elegiac verse forms. The readings form the point of departure for a thorough study of Roman private life and social customs. DR. STALEY.

Latin V—Plautus and Terence and Roman Civilization 3 credits

In connection with this introduction to Latin drama, the course includes a special study of Roman amusements, holidays, and dress. Once a week an hour is devoted to the discussion of current magazine articles on modern methods of teaching Latin and to special reports from student teachers. DR. STALEY.

Latin VI—Survey Course in Latin Literature 3 credits

This course follows the development of Latin literature from its origins but places emphasis only on those authors not previously read: Lucretius, Catullus, Martial, Tacitus, Juvenal, Pliny. The unit in method consists of a discussion of text books for high schools and the preparation of bibliographical material on the teaching of Latin. DR. STALEY.

MATHEMATICS

Dr. Pickett, Head of the Department; Miss Holland

College Algebra I

3 credits

This is a course designed for students majoring in mathematics and the physical sciences and planned primarily for those students who are preparing to teach mathematics in the high school. A thorough review is made of those topics which are usually included in high school algebra. Special emphasis is placed upon the graph, the theory of exponents, the quadratic equations, inequalities, imaginary numbers, and progressions. The professional viewpoint is constantly emphasized and complete mastery of subject matter is required. This is a fundamental course and is a prerequisite for the following courses in mathematics. MISS HOLLAND.

College Algebra II

3 credits

A continuation of Algebra I, this course is conducted on the same plan. It includes mathematical inductions, variations, complex numbers, logarithms, theory of equations, theory of investment, partial fractions, determinants, permutations, combinations, and the theory of probability and higher equations. Prerequisite: Algebra I. DR. PICKETT.

Plane Trigonometry

3 credits

This is a subject matter course embodying a comprehensive presentation of the following: trigonometric functions of an acute angle of a right triangle; the significance of positive and negative angles and of trigonometric angles in general; theory of logarithms; inverse trigonometric functions; solutions and areas of triangles by natural functions and by logarithmic functions. Prerequisite: Algebra I. DR. PICKETT.

Synthetic Geometry

3 credits

This is a first course in College Geometry. It extends the skills of Plane Geometry, introducing the elements of projective Geometry, and develops constructions of higher order than in other fields of mathematics. Methods of proof are emphasized in order that students may be prepared to teach demonstrative geometry. DR. PICKETT.

Analytic Geometry ..

3 credits

This course, which takes up the study of the straight line, circle, parabola, ellipse, and hyperbola, aims to show the relationships between geometry, trigonometry, and algebra, and to furnish a background for the calculus and for the teaching

of mathematics in the junior and senior high schools. Prerequisite: Algebra I and Trigonometry. MISS HOLLAND.

Calculus I 3 credits

The differentiation of algebraic, trigonometric, logarithmic, and exponential functions with practical applications involving the aid of the first and second derivatives is included in this course. The subjects of maximum and minimum values, velocity and acceleration, problems in rates, areas, work, etc., are studied. Prerequisites: Algebra I, Trigonometry, Analytic Geometry. DR. PICKETT.

Calculus II 3 credits

Continuing the work of Calculus I, this course includes the integrating of the functions studied in Calculus I, the study of the definite integral in finding areas and volumes along with other problems in mechanics. Those topics which will be of special help to teachers of mathematics and science are especially stressed. DR. PICKETT.

Elementary Statistics 3 credits

A brief history of statistics, principles involved in and methods of collection, analysis, presentation and interpretation of statistical data, and their practical application (especially in the field of psychology, sociology, and education) are studied. Special emphasis is placed on and consideration given to averages, dispersion, correlation, index numbers, and graphic methods. Prerequisites: Algebra I, Trigonometry, Analytic Geometry. DR. PICKETT.

History of Mathematics 3 credits

The aim of this course is to furnish a cultural background in the field of mathematics. A study is made of the history of the development of number forms and of computation, methods of solving problems, discoveries in mathematical methods and processes, mathematical recreations and biographies of outstanding mathematicians. Prerequisites: Algebra I, Trigonometry, Analytic Geometry. MISS HOLLAND.

Teaching of Junior-Senior High School Mathematics 3 credits

This course is designed to give instruction in modern methods and techniques in teaching mathematics in the junior and senior high school. It includes units dealing with organization of materials, classroom procedure, content of curricula, and present trends in the field of mathematics. Prerequisites: Algebra I, Trigonometry, Analytic Geometry. MISS HOLLAND.

Curriculum in Arithmetic 3 credits

This course is planned to show the student that there is a definite need for arithmetic in the child's social life, and that the concrete number experiences of the child may be utilized. The student is familiarized with the basis of selection of material and with methods of presentation. Modern textbooks and courses of study are carefully examined and observations are made in the Demonstration School. **MISS HOLLAND.**

Arithmetic II 3 credits

A thorough review of subject matter is made and special emphasis is placed upon the arithmetic required by the adult citizen. The work of the course is definitely professional, but the subject matter offers special opportunity for enlarging the student's informational and cultural background in arithmetic. **MISS HOLLAND.**

Spherical Trigonometry and Navigation 3 credits

This course is an effort to make mathematics a practical subject. Both dead reckoning and celestial navigation will be presented by using formulas of spherical trigonometry. Special topics are: charts, variation, deviation, triangle of velocities, astronomical triangle, radius of action, haversine, and the sextant. **DR. PICKETT.**

MUSIC

Miss Schmidt, Chairman of the Department; Mr. Zimmer, Miss Lee, Miss Kiess, Miss Morlock, Miss Blair, Mr. Parry. Mrs. Gordon, Miss Herforth, Mr. Middleton, Mr. Jones, Mr. Mitchell, Mr. Ginter, Miss Henslee, Mr. Keenan, Mrs. Ashenfelter.

Ear Training I 2 credits

This study of tone and rhythm is planned so that the student gains power to recognize, visualize, sing, and write melodic phrases in all keys. **MR. MIDDLETON.**

Ear Training II 2 credits

Ear Training II completes the study of melodic dictation, laying special emphasis on the development of musical memory and the ability to write comparatively long melodic phrases after one hearing. Prerequisite: Ear Training I. **MR. MIDDLETON.**

Ear Training III

2 credits

This course is designed to develop ability to recognize and write chord progressions, utilizing the various harmonies as they are successively acquired. This course supplements the corresponding semester hour in Harmony. Prerequisites: Ear Training I and II. MR. MIDDLETON.

Solfeggio I

2 credits

With this study begins the development of the student's ability to learn to read at sight with sol fa syllables and words, music of modern tonal and rhythmic difficulty in all major and minor keys in the G and F clefs. MISS SCHMIDT, MR. GINTER.

Solfeggio II

2 credits

The reading of music at sight is continued. More difficult intervals and rhythmic patterns and chromatic tones with words and sol fa syllables in two, three and four part songs and exercises are presented for individual mastery. Prerequisite: Solfeggio I. MISS SCHMIDT, MR. GINTER.

Solfeggio III

2 credits

On completion of this course, the ability to read fluently and accurately all parts of the compositions found in the various texts of the music used in public schools should have been acquired. Prerequisites: Solfeggio I and II. MISS SCHMIDT.

Harmony I

3 credits

This course begins with an introduction of tonic, dominant, and sub-dominant harmonies in all their inversions; the sevenths, and very simple chromatic alterations. The non-chordal tones are then presented. The course continues with melody writing and creative work using the above material. MISS LEE, MISS MORLOCK.

Harmony II

3 credits

This course begins with the introduction of supertonic, submediant, and mediant harmonies, with their sevenths and simple alterations. It includes also melody writing and creative work, using all the diatonic harmonies with their simple alterations. This material is applied to easy piano harmonizations. Prerequisite: Harmony I. MISS LEE, MISS MORLOCK.

Harmony III

2 credits

This is an intensive study of chromatic harmony and chord species. This material is applied in various types of

'modulation. Original melody writing and modulation is stressed. Prerequisites: Harmony I and II. MISS LEE.

Harmony IV

2 credits

The application of the knowledge of diatonic harmony and non-chordal tones to the keyboard is the basis of this course. The types of this work are transposition sequence building, melody harmonization, and creative work at the keyboard. Prerequisites: Harmony I, II. MISS LEE.

Harmony V

2 credits

This course is a study of composition from the standpoint of formal construction and detailed harmonic analysis. The forms studied are phrase, period forms, small forms, song-form with trio, the rondos, variation, and sonata-allegro. Prerequisites: Harmony I, II, III, and IV. MISS LEE.

Harmony VI

2 credits

This course is a continuation of Harmony III. The subject matter of the course, chromatic harmony and modulation, is applied freely in original work in the small forms. The course also includes an introduction to some of the modern idiom. Prerequisites: Harmony I, II, III, IV, and V. MISS LEE, MR. KEENAN.

Chorus

2 credits

This course offers a study of choral works with these topics especially stressed: breathing, interpretation, tone quality, enunciation, and diction. Works suitable for junior and senior high schools and teachers colleges are studied and special attention is given to preparation and public performance in these works. MISS SCHMIDT, MR. GINTER, MR. JONES.

Orchestra

Each music student is required to attend orchestra for the entire four years of the course. Advanced players may qualify for the symphony orchestra. There are elementary orchestras for the less advanced students. Freshmen not qualifying for the symphony orchestra attend and observe the symphony rehearsals and keep a notebook setting forth the cultural and practical knowledge gained by this observation. MR. ZIMMER, MR. MIDDLETON.

Instruments

Class instruction in all the orchestral and band instruments is offered. Violin, clarinet, and trumpet are required and the remainder are elective. MR. ZIMMER, MR. MIDDLETON, MR. KEENAN.

Voice

The department of voice offers the study and application of the physiological and psychological principles of voice production and diction. The material used ranges from rote songs to classic and modern song literature, according to individual ability. Opportunity is offered for solo appearances in recital and with college organizations. MISS KIESS, MR. PARRY, MISS HERFORTH, MR. JONES, MR. GINTER.

Piano

Each student receives one-half hour instruction in piano per week. Opportunity is given for ensemble or solo performances in practical recitals and in monthly public recitals. At the end of each semester students are expected to meet minimum requirements in sight reading, technique, and general musicianship, as determined by examinations before the piano faculty. MISS BLAIR, MRS. GORDON, MR. MITCHELL, MISS HENSLEE.

Elementary Conducting

2 credits

Principles of conducting, study of methods of conductors, adaptations of these methods to school situations, a study of the technique of the baton with daily practice, score reading, and making of programs make up this course. Selection of suitable material for school groups, reading, and reports are also used. MR. GINTER.

Advanced Choral Conducting

3 credits

The study of the methods of conductors; the adaptations of these methods to public school situations; individual practice, score reading, and the making of programs are included in this course. Special attention is given to suitable materials for school groups, readings, and reports. Each student is required to conduct the College Chorus in the Chapel exercises. Prerequisite Elementary Conducting. MR. JONES.

Advanced Instrumental Conducting

3 credits

This course consists of both theoretical and practical study of the conducting of all types of instrumental groups and the combining of the instrumental accompaniment with operetta or other choral productions. Instrumentation, interpretation, balance, score reading, etc., are studied, discussed and practiced. Not only the detection and correction of mistakes, but also the psychological cause of mistakes, are studied and practically analyzed. The class itself is the practice orchestra. Prerequisite: Elementary Conducting. MR. MIDDLETON.

Materials and Methods I

3 credits

The methods and materials of every phase of work in the primary grades are studied in this course. The psychological principles underlying the presentation of these music materials are analyzed. Special attention is given to the study of the child voice, treatment of monotones, development of rhythmic and tonal sense, and the beginning of directed music appreciation. In addition to the regular three hour course, one period a week is devoted to directed observation in which general classroom procedures are observed as well as demonstration lessons by the music supervisor. MISS SCHMIDT, MRS. ASHENFELTER.

Methods II

3 credits

This is a course which presents methods and materials covering every phase of work in the intermediate grades and analyzes the psychological principles underlying in the presentations of these music materials. Attention is given to the study of the child voice. The development of part singing is an important phase of this work, and the organization and training of school choirs is emphasized. Directed observation one additional period during the week as in preceding methods is given. Prerequisite: Methods I. MISS SCHMIDT.

Methods III

3 credits

This course consists of a study of the organization, administration, and content of required and elective courses in the junior and senior high school. Attention is given to the problem of the changing and changed voice. Special emphasis is laid upon the choral organizations usually found in these schools. The integration of music with other subjects of the curriculum is stressed. Directed observation one additional period per week as in preceding methods is included. Prerequisites: Methods I and II. MISS SCHMIDT.

***Organ**

The individual instruction in pipe organ is an effort to familiarize the student with the instrument and its literature and to develop a playing technique sufficient to serve successfully in church or recital. The instrumental approach is one of guidance in the transfer of the prerequisite piano technique to the more complex instrument. MR. JONES.

* A limited number of upperclassmen in the music curriculum who have met the piano requirements may elect organ in place of piano. Students who study organ are required to pay the practice fee of thirty-six dollars (\$36.00) per semester.

Class Piano Methods

2 credits

This course provides for the training of piano teachers and supervisors for the organization and teaching of piano classes in the public school. Suitable teaching material including the leading systems of class piano instruction will be examined and discussed. Demonstration and student teaching are included. MR. MITCHELL.

History and Appreciation of Music I and II

3 credits

(For Students in the Music Education Curriculum Only)

The field of music history in theory and practice from early times to the present is covered in this course. Examples of music, either by phonograph or other means, are used as much as possible to illustrate this survey. A strong emphasis is placed on the interrelation between various phases of music history and other social and art movements. MR. ZIMMER.

Instrumental Technique

This course is open to seniors only. It includes training in the ability to read scores intelligently, and the ability to arrange for orchestra and band combinations. The makeup, organization, and training of instrumental units is strongly emphasized. MR. ZIMMER.

Music I (For Elementary Students)

2 credits

This course places special emphasis upon some materials and correct singing. The following items are presented as fundamental elements of musical knowledge, necessary to prospective teachers in elementary or intermediate grades: tone production, reading music with and without syllables, elementary theory, including clefs, signatures, major and minor scales, meter rhythms, ear-training, and diction. MISS SCHMIDT, MISS MORLOCK.

Music II (For Elementary Students)

1½ credits

This course is a study of materials suitable for children in primary, intermediate, and rural school grades; of the methods and devices used in teaching these materials, and of the use of the rhythm band and phonograph and various phases of music study which their uses enhance. Observation in the Demonstration School is part of this course. Prerequisite: Music I. MISS SCHMIDT, MISS MORLOCK.

Music III (For Academic Students)

3 credits

The integration of music with literature and other arts, together with a study of the historic background of composers, is the purpose of this course. The whole is designed to enrich

the student's knowledge and stimulate his love of good music through the study of outstanding examples of music literature. **MR. JONES, MISS MORLOCK, MR. MIDDLETON.**

Counterpoint 2 credits

This is a practical study of the fundamental material of music and its evolution. The course includes a comparison of harmonic and melodic movement, vocal polyphony of the motet and mass, original student composition in both strict and free style, and an analysis of Inventions of Bach. Prerequisite: Harmony II. **MR. JONES.**

Student Teaching and Conference 12 credits

Opportunities are provided for student teaching, which carries with it observation, extending from the kindergarten through the twelfth grade. The work is carried on in different types of schools, such as the public schools of the Borough of West Chester, consolidated country schools, and one-room rural schools. Instruction is given in both vocal and instrumental music; and in some schools, piano class work is in progress. Group conferences are held twice weekly; individual conferences are held once weekly. **MRS. ASHENFELTER.**

Eurythmics I and II 2 credits

The aim of this course is the harmonious development of brain, muscles, and sensibilities. The course emphasizes the realization of rhythm in bodily movements, and the perception of musical rhythm in muscular activity. It includes the fundamentals of musical form and the fundamentals of the dance with a study of their common elements. This course is required of students in the Music Education Curriculum. **MISS WADE.**

SCIENCE

**Dr. Gordon, Chairman of the Department; Miss Greenwood,
Dr. Rogers, Dr. Trezise.**

Curriculum in Elementary Science 3 credits

This course aims to show the purposes and values of science in the elementary school curriculum, the psychological principles of science teaching, and the methods and materials of presentation, with special stress upon the activity program. The specific topics include the objectives of teaching elementary science, a survey of existing courses of study, the use of materials found in the immediate environment, studies and research in the field of elementary science. Readings, dis-

cussions, laboratory experience, field trips, demonstrations of teaching in the Demonstration School, and individual activities constitute approaches used in this course. MISS GREENWOOD.

Physical Science I

3 credits

In this survey and orientation course, one of the aims is to make the student aware of modern concepts of the universe around him, its vastness and its composition. Such knowledge is of great value to students preparing to teach science in the elementary school, to those who are planning a specialized curriculum in science, as well as to persons who desire a cultural background. DR. GORDON, DR. TREZISE, DR. ROGERS.

Physical Science II

3 credits

In this course studies are made of various devices by which man makes use of the earth's supply of energy. Modern applications of electromagnetic and radiant energy form a most important unit. This is followed by a consideration of the Earth as a planet, continually undergoing changes which exert a controlling influence in the life of man. DR. GORDON, DR. TREZISE, DR. ROGERS.

Biological Science I

3 credits

A field study of living things is supplemented by laboratory experiences, demonstrations and discussions of the fundamental life processes. The production of food by the green plants of the earth and their importance to man, the role of flowers, the important structures of the human body, and body processes are among the topics reviewed. Elements of nutrition and the obvious applications to healthful living, as well as the effects of poisons and diseases, are emphasized. DR. GORDON, MISS GREENWOOD, DR. TREZISE.

Biological Science II

3 credits

The principal divisions of the plant kingdom and the animal kingdom are reviewed in a general way, with special emphasis on such important groups as those which are responsible for diseases and substantial crop losses. Life histories in relation to the control of organisms are stressed. Principles of heredity and man's place in the biological world are included. Conservation of forests, grasslands, wild life and soils are discussed as problems in applied biology. DR. GORDON, MISS GREENWOOD, DR. TREZISE.

General Botany I

3 credits

Familiar trees and common lawn plants are studied and identified by means of keys and descriptive literature as an introduction to the plant world. This is followed by laboratory demonstrations of the structures and processes which occur in leaves, stems and roots. Plant nutrition, energy transformations, the movements of water and foods within vascular plants, as well as commercially important plant products are among the subjects of this course. It is concluded with a study of flowers, pollination and fertilization in relation to the development of fruits and seeds. DR. GORDON.

General Botany II

3 credits

The basic facts contributing to the theory of plant breeding, variations in the life forms of plants, their life histories and economic importance are stressed in this course. The bacteria, fungi, algae, mosses and ferns are studied, using familiar examples which are readily available or which are easily cultured. Laboratory techniques involve preparation of materials for the microscope, isolating bacteria and molds in pure culture, simple staining methods and use of oil immersion lenses for observing bacteria and chromosomes. DR. GORDON.

Plant Propagation

3 credits

The scientific basis of gardening, nursery practice and greenhouse operations forms the content of this course. Techniques involved in selection of seed, successful rooting of cuttings, grafting, soil preparation, soil testing, and culture of plants for food and decorative purposes will be studied. The many gardens, nurseries and greenhouses in the vicinity of West Chester offer special opportunities to observe and to engage in practical work. DR. GORDON.

Field Botany

3 credits

This course is designed to help teachers to become familiar with the local flora. Much practice will be given in the use of keys, manuals of botany, and herbarium materials. The flora of southeastern Pennsylvania is particularly rich in species and includes upwards of 1500 different kinds of native plants. These include trees, shrubs and vines, wild-flowers, ferns, the larger fungi and the mossworts. Use is made of the Darlington Herbarium and other collections. DR. GORDON.

Ecology

3 credits

Intimate studies of plants and animals in their natural environment form the basis of attempts to discover the com-

plex relationships which exist in the world of nature. Habitats visited include forest and grasslands, ponds and streams. Of special interest are the serpentine barrens, the mixed mesophytic forest, and the artificial grasslands which maintain dairy herds and fatten beef cattle in this region. The discussions and illustrated lectures are designed to focus attention on the effects of physical factors of the environment, key-industries, food-chains, population cycles, and problems in the conservation of renewable natural resources. Prerequisites: Two semesters of Biological Science. DR. GORDON.

Zoology I 3 credits

This is a basic and fundamental course intended to acquaint the student with the structure, life history, and behavior of representative specimens of each phylum of the invertebrate animals. Emphasis will be stressed in microscopical studies of disease bearing animals as to their relationship to health and sanitation problems. Discussions will be carried on with special emphasis on present day occurrences. The laboratory and class work is supplemented by field studies, including observations of habit, ecological conditions, and the use of keys for identification and classification. DR. TREZISE.

Zoology II 3 credits

This is a continuation of Zoology I. A complete study of the vertebrate phylum is made, emphasizing animal dissection and a thorough study of the systems on a comparative basis with those of the human body. This course is valuable for any student who might wish to prepare for a branch of the Medical Corps Unit. DR. TREZISE.

Anatomy I 3 credits

Lectures covering the development of the skeletal and muscular systems, laboratory work on the human skeleton, articulated and disarticulated, the gross structure of bones, the preparation and comparative study of skeletons of other vertebrates, are the studies included in this course, as well as dissection of the cat and quizzes on the parts dissected. A study of the practical aspects of the various systems of the human body will be discussed along with the care of the human body. Models and textbooks are used as guides. DR. TREZISE.

Physiology I 3 credits

This course is primarily one which is designed to fit the needs of the health education student in preparation for the course in physiology of exercise and for students interested in training toward laboratory technicians. It will be of im-

mense value to students intending to train toward work for the Medical Corps Units. Included are advanced first aid techniques, functions of the human body, clinical diagnosis of elementary physiological problems, including simple blood transfusions, basal metabolism tests, blood checks, blood pressures, and general problems dealing with the use of clinical apparatus. DR. TREZISE.

Bacteriology

3 credits

This course presents the fundamentals of microbiology including media making, methods of sterilization, the action of germicides and bacterio-static agents, the study of morphology and physiology of pure cultures of micro-organisms and a study of the content and significance of bacteria in the air, soil, water and milk. This course is primarily designed to prepare students for laboratory technician work both in industrial plants and in hospitals. It includes the study and use of staining techniques; the use and study of genetic materials; laboratory methods of analyzing industrial samples. It will stress fundamentals so as to prepare students for work in the Sanitation Corps. Also included are problems on water purification and putrifaction; general water analysis; problems on fermentation and protein breakdown which affect vital war industries and their products as well as many problems that deal with sanitation. DR. TREZISE.

Ornithology

3 credits

Field work in the recognition of the birds common to our region and a study of their habits will comprise a large part of the course. Consideration will be given to the structure, classification, migration, geographical distribution, economic value, and conservation of birds. The course will be of considerable value to teachers who will sponsor Junior Audubon Societies and bird clubs in their schools and communities. Bird study is frequently the approach to the more general pursuit of natural history as a hobby. MISS GREENWOOD.

Physics I

4 credits

This course in general college physics includes mechanics and heat. The work is so arranged that it will be of the greatest aid to students preparing to teach in the secondary school. Three class periods and one laboratory period each week are required. DR. GORDON, DR. ROGERS.

Physics II

4 credits

This course is a continuation of Physics I. It continues the study of electricity, light, and sound. Physics I and II constitute a year of general college physics. DR. GORDON, DR. ROGERS.

Chemistry I

4 credits

This course in general inorganic chemistry emphasizes a thorough ground work in the fundamentals of the subject. Particular attention is paid to the basic chemical laws, the writing of equations, and problem solving. Several of the important industrial processes are studied in detail. DR. ROGERS.

Chemistry II

4 credits

This is a continuation of Chemistry I, in which the more common elements are studied from the standpoint of the Periodic Table. This course is enriched with numerous references to the history of chemistry with many industrial applications. Prerequisite: Chemistry I. DR. RODGERS.

Quantitative Analysis

3 credits

The primary purpose of this course is to develop a thorough understanding of exact laboratory operations. The basic analytical methods in gravimetric and volumetric analyses are employed. Particular attention is given to problem solving. Prerequisites: Chemistry I and II. DR. ROGERS.

Organic Chemistry

3 credits

This is a general introductory course in organic chemistry including a systematic study of the more important compounds of carbon, and their occurrence, laboratory preparation, reactions, relations, and uses. Prerequisite: Inorganic Chemistry. DR. ROGERS.

Industrial Chemistry

3 credits

The general study of the chemical industries is designed to meet the needs of the prospective teacher. Raw products, by-products, plant methods, and plant layout are discussed. Trips to several plants and an intensive study by the student of one manufacturing operation are required. DR. ROGERS.

Nutritional Chemistry

3 credits

The contents of this course include such important topics as carbohydrates, fats, and proteins, the metabolism of foods, vitamins, dietary standards. Particular attention is given to dietary diseases and their prevention. Prerequisite: Chemistry I. DR. ROGERS.

Qualitative Analysis 3 credits

This course makes a careful and systematic study of the more common ions. Emphasis is placed on a thorough knowledge of their reactions, identifications, and separation. Much attention is given to the laws governing these operations and to the development of laboratory technique. Prerequisites: Chemistry I and II. DR. ROGERS.

Physical Science VI 3 credits

A special course in musical acoustics has been arranged for students in the Music Education Curriculum to give them the scientific aspects and some simple mathematical laws which apply to all types of musical instruments, including the human voice apparatus. Further consideration is given to the acoustics of concert halls and special devices for recording, reproducing and amplifying sounds. DR. GORDON.

SOCIAL STUDIES

Dr. Heathcote, Head of the Department; Dr. Swope, Dean
Menhennett, Miss Hobbs, Dr. Heim, Mr. Benner, Dr. Vollbrecht, Dr. Andes, Mr. Ricker*

History of Civilization 3 credits

This is a survey course in the social sciences and traces the development of various aspects of the group life. Its aim is to make certain and realistic the information necessary for a proper understanding of the great heritage that is ours in the present day. DR. HEATHCOTE, DR. HEIM, MR. BENNER, DR. VOLLBRECHT.

Sociology 3 credits

The course deals with a study of the non-economic and non-political behavior of men, with particular reference to groups, their interrelations and basic processes and their culture. Lectures, special reports, and discussions cover such topics as social groups, culture, influences of environment, influence of heredity, isolation, population trends, conflicts, competition, co-operation, accommodation, assimilation, social control, stratification, and division of labor. The influence of social interaction upon personality is studied. The function of education in its relation to social control, culture, growth, and interaction is given consideration. DEAN MENHENNETT, DR. HEIM, DR. ANDES.

American Government 3 credits

The basic facts and principles of government necessary for teaching of courses in Civics, Problems of American De-

*Leave of absence.

mocracy, and United States are studied in this course. The course includes a study of the constitutional structure of the Federal system and the National Government, with particular emphasis on the lawmaking and enforcing agencies and the electorate's influence thereon. MR. BENNER, DR. VOLLBRECHT, DR. ANDES.

Economics

3 credits

This course emphasizes economic principles which are fundamental for an appreciation of our modern economy. While stressing the forces and factors that explain production, distribution, and consumption in our capitalistic order, much attention is also given to practical economic matters, including labor problems, co-operative movements, and business management. DR. HEIM, DR. ANDES.

Social and Industrial History of the United States

3 credits

The study of our National History from an economic point of view is particularly valuable in the period of economic reconstruction in which we are living. The great trends and movements in agriculture, manufacturing, commerce, finance, transportation, and industrial relations are taught from their beginnings in the Colonial period to their contemporary expression. DR. HEATHCOTE, MR. BENNER, DR. VOLLERECHT, DR. ANDES.

Modern European History

3 credits

This course aims to provide the student with a knowledge of the political, economic, and social movements after the Congress of Vienna. Special emphasis is given to the rise of nationalism, liberalism, the industrial revolution, imperialism, the causes of World War I and peace-time reconstruction. DR. VOLLBRECHT.

United States History I

3 credits

The purpose of this course, which is primarily narrative, is to study the social and political conditions of the pre-revolutionary period to the end of the Civil War. The sources of particular problems are uncovered and the foundations are laid to understand later American development. DR. HEATHCOTE.

United States History II

3 credits

This course traces American History from 1865 and stresses contemporary problems. The standard and principles of political, social, and cultural institutions are carefully analyzed and studied. Careful attention is given to special problems in our American life which have arisen since the Civil War. DR. SWOPE, DR. HEATHCOTE, DR. HEIM.

Early European History 3 credits

The purpose of this course is to trace the evolutionary development of various elements of our culture which have come down to us from the past and to provide a background for the required courses of Modern European History and American History. Chronological period is covered from 1300 to 1815. DR. VOLLBRECHT.

Renaissance and Reformation 2 credits

This is a course dealing with the study of the Renaissance, with especial reference to the artistic, literary scientific and political aspects and the vital personalities motivating them; the Reformation as it affected the religious, economic, and political development of Europe. Prerequisite: Early European History. DR. VOLLBRECHT.

Europe Since World War I 3 credits

This course aims to create a better and broader understanding of European post-war problems. Lectures on political, economic, social, and cultural topics help to interpret treaties and alliances concluded by European Powers since 1918. The following subjects are discussed: Versailles and Locarno; disarmament and rearmament; security and revision; the League of Nations; fascism; communism; and democracy; the Danube and the Balkan problems; the Baltic States and Finland. Special emphasis is given to the problem of Soviet Russia and Nazi Germany, the rivalries in the Mediterranean, and the Anglo-German problem. DR. VOLLBRECHT.

History of England 3 credits

In the light of present day conditions it would seem that a college course in HISTORY OF ENGLAND is more essential than ever. Such a contention is based upon the following observations:

1. The contributions from England to our own American system of jurisprudence is very significant.
2. A knowledge of British History is fundamental in a correct interpretation of our American history.
3. The part played by the British Commonwealth of Nations in the United Nations effort is tremendous and a study of this people is basic to a proper understanding of the world situation of the present day.
4. While it is a helpful course for all teachers who are engaged in citizenship training it is especially needed

by that group of social-studies teachers who have so much responsibility in bringing up a new generation of world-minded citizens for to-morrow.

DR. HEIM

History of the Far East

3 credits

This course seeks to follow intensively the background of economic, political, and social institutions and to note the relation to trends at the present time in the Far East. Nationalism in Japan; the struggle for unification in China; the desire for more self-government in India will be studied. The relation of Western powers to the East under these conditions will be examined. DR. HEATHCOTE.

History of Pennsylvania

2 credits

Basic Course in History of United States and Pennsylvania
State Council of Education, December 4, 1942.

"That subsequent to September 1, 1943, all permanent certificates issued by the Department of Public Instruction to teach in the public schools of the Commonwealth, shall, in addition to the present regulations, require a basic course in the history of the United States and Pennsylvania.

And further, that subsequent to September 1, 1944 all certificates issued by the Department of Public Instruction to teach in the public schools of the Commonwealth shall, in addition to the present regulations, require a basic course in the history of the United States and Pennsylvania."

This is a study which follows the history of the early colonial life of the province so that the political and social life is understood. The relationship of the province, and then the state, to the United States in the formative period is analyzed. Then the growth of the state to the present time is traced. DR. HEATHCOTE.

Teaching of Social Studies—Secondary Education

Curriculum

3 credits

This course deals with materials and methods for grades seven to twelve. The social science courses of these grades are basic for the enrichment of citizenship. Consequently a careful study in method procedures is of utmost importance. DR. HEATHCOTE.

Family Living

3 credits

The course, Family Living, deals primarily with the family in its present form and functions. A brief study of the

historical background of the family will be made. The family of the present day will receive major emphasis. Units dealing with the bonds of family life, the changed functions and relations of the family, together with a brief treatise of a few of the major problems of the family, will be considered. These problems may include divorce, changed economic functions, changed relations between the family and other institutions, such as the school, the church, and the State. DEAN MENHENNETT.

Industrial Relations 2 credits

The purpose of this course is to study a history of the industrial movements in order to understand the problems involved in the background. Then follows a study of human relationships in industrial enterprise, the place of collective bargaining, and personnel administration. DR. ANDES.

Teaching of Social Studies for Elementary Grades 3 credits

This course includes a study of recent trends in the Social Studies curriculum stressing democratic living in school, community, and nation. Civic clubs, current events, and the assembly are studied as they relate to the teaching of good citizenship. Evaluations of curricula in Social Studies and History for the Elementary grades, as well as the methods of teaching Social Studies and Government in the Elementary grades, are stressed. MISS HOBBS.

History of Latin America 3 credits

The purpose of this course is to make a survey of Latin-American history. The relation of European nations and the United States, particularly with the Latin-American countries, is examined. A study is also made of their social and cultural institutions. DR. ANDES.

Social Problems 3 credits

This is an advanced course in sociology. It deals with several problems, such as poverty, unemployment, crime, divorce, mental maladjustment. Lectures, reports, and seminar techniques are used. DEAN MENHENNETT.

Introduction of Philosophy 3 credits

The purpose of this course is to study the various systems of thought from early civilization to the present time, which have enriched our culture. These systems of thought are examined historically so that the viewpoint may be clearly understood as their contributions to culture are analyzed. DR. HEATHCOTE, DR. VOLLBRECHT.

Comparative Government

3 credits

An understanding of the ideals and practical workings of Democracy and its alternatives in Europe today is essential to teachers of Modern European History. In this course a comparative study of the Democracies of England and France is followed by a survey of the political systems of Germany, Italy, and Russia. Prerequisite: American Government. DR. VOLLBRECHT, DR. ANDES.

Evolution of Social Institutions

3 credits

This course deals with the sociological background in the origin and development of social institutions, such as the family, church, language, property, tool consciousness. A large portion of the course is devoted to the problems of the family. DR. HEIM.

SUMMER SESSIONS OF 1944

PRE-SESSION: 3 weeks—June 5 to June 23

REGULAR SESSION: 6 weeks—June 26 to August 5

POST SESSION: 3 weeks—August 7 to August 25

A recent survey of the National Education Association indicates a possible shortage of 100,000 teachers within the immediate future. Owing to this demand, West Chester has decided to convert its program to a three year basis for those who want to speed up their course. A student can be graduated from a half year to a year earlier depending upon the number of summer sessions he attends. Normally three years and two summers will be sufficient for a degree in education under the new plan.

Already we have set up several courses to accommodate young men who will be chosen for selective service and who want to enter the Air Corps or Coast Guard as well as some other specific branch of the Army. Also, extra-curricular groups have been organized to give those interested some training in work which may be helpful. These offerings include various phases of mathematics and science, radio communications, meteorology and climatology, map reading, applied optics and technical photography, knitting, first aid, rifle skill, nutrition and canteen, surgical dressings, home nursing, air raid precautions; in addition there is adaptation of general curriculum material to the present situation.

Credit Secured in Summer School

By action of the Board of Presidents of the State Teachers College, no student will be allowed to secure more credits than the number of weeks in a session. A student may enroll for one, two, or all three sessions. By attending all twelve weeks a student can complete 12 semester hours of credit.

An attractive feature of this new plan affects high school graduates who can be enrolled for their college work beginning on June 5th for the summer session and continue on the new speed-up plan.

Expenses and Fees

There is no tuition charge to legal residents of the Commonwealth of Pennsylvania. Board is \$8.00 a week. The Activity Fee for the regular session is \$2.00, and for the pre-session and post-session \$1.00 each. Books must be purchased. They will cost approximately \$5.00. A fee of \$6.00 per semester hour of credit will be charged to cover instructional cost. The full expense of any summer session must be paid on the day of registration.

Advanced Health and Physical Education

During the summer of 1944, the college plans to offer an extensive program in the health and physical education curriculum. The courses to be offered will be of collegiate grade and will carry credit toward discharging the requirements for the B.S. degree in the field of Health and Physical Education. This program will interest and appeal to the following groups of people:

1. Graduates of the three-year curriculum in health and physical education who are planning to meet requirements for the degree in health and physical education.
2. Graduates of other curricula who now plan to transfer to the health and physical education curriculum.
3. Students who are at present enrolled in the health and physical education curriculum and who wish to shorten the time of graduation.
4. Teachers in service who are called upon to teach and supervise health and physical education and playground work and who desire to meet the state requirements for this work.

Advanced Music Courses

During the coming Summer Session the college is offering courses in Music Education for three classes of people:

1. Those who have completed the three-year music course in the State Normal Schools and Teachers Colleges of Pennsylvania.
2. Supervisors of music in the elementary or secondary schools who are desirous of furthering their musical education or of securing the Bachelor's degree in this field.
3. Those who have done advanced or somewhat irregular work in music and who wish to continue their musical education in the four-year college curriculum.

In the Summer Sessions courses will be offered only when a sufficient number of students apply for them.

More detailed information about the Summer Session will be sent upon request to the Dean of Instruction, State Teachers College, West Chester, Pennsylvania.

EXTENSION WORK*

Extension courses permitted in the four-year curricula for the preparation of teachers of the public schools:

1. The college adheres to the regulations set up by the American Association of Teachers Colleges. A committee of this Association has recommended that extension credits be limited to thirty-two semester hours in the four-year curricula.
2. Any courses in the four-year curricula may be offered by the State Teachers Colleges subject to the standards approved by the State Council of Education.
3. Credit for equivalent courses given by other institutions may be given subject to the thirty-two semester hour limit and provided the courses have been given in accord with the standards of the State Council of Education.
4. Extension credits previous to June 1, 1931, shall be in accord with the limited list in effect at that time.

COLLEGE COURSES FOR TEACHERS

Each semester a number of courses are offered evenings from 6:30 to 9:00 p. m. and on Saturday mornings. These courses are planned for those teachers who are in service and who wish to continue their work toward the degree. The courses given are selected from the several curricula and are chosen with the idea of accommodating as many teachers as possible.

The cost for these courses is at the rate of \$6.00 per semester hour of credit.

No Activity Fee is charged students who are enrolled in the College Courses for Teachers. The payment of the Activity Fee does, however, entitle the student to participate in all student activities and college activities that are provided for by this fee.

Not more than six semester hours of credit will be allowed for courses completed in any one semester by a student who, during such term, is a regularly employed full-time teacher.

The college gladly welcomes any suggestions for courses to be offered evenings and Saturdays. Such requests should be mailed to the Dean of Instruction.

*The State Teachers College at West Chester does not offer courses in correspondence, nor does it grant credit for courses taken through correspondence.

ENROLLMENT

1943-1944

CURRICULA

		Male	Female	Curricula Total	Curricula Total
Elementary Education					316
Freshman	.....	0	77	77	
Sophomore	.....	1	66	67	
Junior	.....	1	85	86	
Senior	.....	0	86	86	
Secondary Education					151
Freshman	.....	12	34	46	
Sophomore	.....	5	34	39	
Junior	.....	3	30	33	
Senior	.....	4	29	33	
Health and Physical Education					98
Freshman	.....	5	30	35	
Sophomore	.....	1	15	16	
Junior	.....	0	25	25	
Senior	.....	0	22	22	
Music Education					192
Freshman	.....	11	59	70	
Sophomore	.....	4	34	38	
Junior	.....	3	38	41	
Senior	.....	3	40	43	
College Graduates		0	1	1	1
		<hr/> 53	<hr/> 705	<hr/> 758	<hr/> 758

COUNTIES

Adams	8	Lancaster	30
Allegheny	1	Lebanon	7
Armstrong	2	Lehigh	17
Bedford	3	Luzerne	19
Berks	26	Lycoming	4
Blair	6	Mifflin	4
Bradford	1	Mercer	1
Bucks	19	Monroe	6
Cambria	3	Montgomery	56
Carbon	2	Northampton	21
Center	2	Northumberland	7
Chester	121	Perry	5
Clarion	1	Philadelphia	124
Clearfield	2	Schuylkill	18
Clinton	1	Snyder	1
Columbia	4	Somerset	3
Cumberland	15	Sullivan	1
Dauphin	13	Susquehanna	2
Delaware	142	Tioga	1
Erie	1	Wayne	1
Fayette	1	Westmoreland	2
Franklin	8	York	26
Huntingdon	2	Total from Penn'a	746
Indiana	1	Total from other states	12
Juniata	1		
Lackawanna	7		758

DEMONSTRATION SCHOOL

Kindergarten	30	Fourth Grade	26
First Grade	24	Fifth Grade	28
Second Grade	26	Sixth Grade	23
Third Grade	31		
		Total	188

SUMMARY OF ENROLLMENT

College Enrollment—Full-Time Students	758
College Courses for Teachers—Evening and Saturday Classes	48
	—
Total College Enrollment	806
Enrollment in Pre-Session 1943	353
Enrollment in Summer Session 1943	502
Enrollment in Post Session 1943	311

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The registration blank properly filled out, together with \$10.00, covering the advanced Room Reservation Deposit for boarding students or the advanced Enrollment Fee for day students should be mailed to the College.

Send money order or check. Money orders are advised. Make them payable to Commonwealth of Pennsylvania at Harrisburg, Pa. The College is not responsible for currency sent in unregistered letters.

The fee for boarding students will secure a room reservation. A room will not be reserved without a fee. Fee will be returned if the application for return is received three weeks prior to the opening of the semester or the Summer Session. (See Deposits—Uniform Fees—Page 43).

A small unmounted photograph should accompany this registration blank.

REGISTRATION BLANK

Name -----
(Last Name) (First Name) (Middle Name)

Permanent Address -----
(Number and Street)

(Post Office) (County) (State)

Date of Birth, Month----- Day----- Year-----

Name of four-year high school from which you were graduated -----

Date of Graduation -----
(Month, Day, Year)

Will you enter in June, September or January? -----

Will you live in Dormitory? ----- Commute from home? -----

I desire to take the work I have checked below:

Secondary Education, Rural Health Education,
 Kindergarten-Primary, Public School Music Intermediate



EHINGER GYMNASIUM

STATE TEACHERS COLLEGE BULLETIN

WEST CHESTER, PENNSYLVANIA



SUMMER SESSION 1945



THE CAMPUS THROUGH THE PHILIPS MEMORIAL ARCH



CAMPUS VIEW FROM DEMONSTRATION SCHOOL

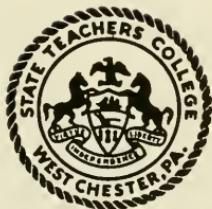
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SUMMER SESSION

1945

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August 24, 1912.*

CALENDAR, 1945 - 1946

I. SUMMER SESSIONS

PRE-SESSION 1945

Session Begins	Monday, June 4
Session Ends	Friday, June 22

REGULAR SESSION 1945

Registration	Monday, June 25
Classes Begin	Tuesday, June 26
Classes End	Saturday, August 4

POST SESSION 1945

Session Begins	Monday, August 6
Session Ends	Friday, August 24

II. THE ACADEMIC YEAR 1945-1946

A. FIRST SEMESTER

Registration	Monday, September 10
Classes Begin	Tuesday, September 11
Thanksgiving Recess Begins at Noon	Wednesday, November 21
Thanksgiving Recess Ends at Noon	Monday, November 26
Christmas Recess Begins at Noon	Wednesday, December 19
Christmas Recess Ends at Noon	Wednesday, January 2
First Semester Ends after Last Class	Saturday, January 19

B. SECOND SEMESTER

Registration	Wednesday, January 23
Classes Begin	Thursday, January 24
Easter Recess Begins at Noon	Saturday, April 13
Easter Recess Ends at Noon	Wednesday, April 24
Alumni Day	Saturday, May 25
Baccalaureate Services	Sunday, May 26
Commencement	Tuesday, May 28

BOARD OF TRUSTEES

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Mrs. H. C. Donahoo, Secretary-Treasurer	Chester
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ADMINISTRATIVE OFFICE

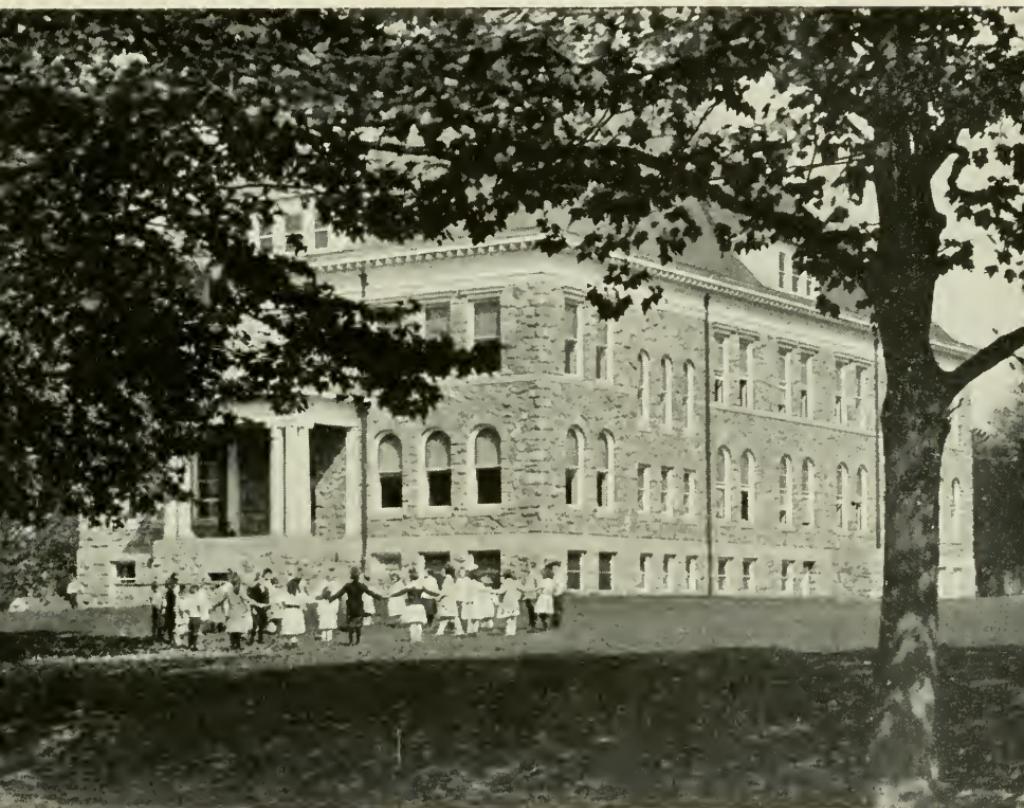
Charles S. Swope	President
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Esther Eves, R.N. Ruth Allewelt, R.N.

School Nurses

**On leave of absence for military duty.*

The Demonstration School at West Chester
A MODERN ELEMENTARY SCHOOL IN ACTION
A LABORATORY FOR COURSES IN EDUCATION



SUMMER VIEW OF DEMONSTRATION SCHOOL BUILDING

Courses Centering in the Demonstration School
Summer 1945

NEWER PRACTICES IN ELEMENTARY EDUCATION
DIRECTED OBSERVATION IN DEMONSTRATION SCHOOL
PROGRAM FOR TEACHERS RETURNING TO SERVICE
STUDENT TEACHING IN THE ELEMENTARY FIELD

A LABORATORY FOR COURSES IN EDUCATION

The Demonstration School is not an adjunct of, but an integral part of the whole summer program for teachers presented by the Department of Education. For this reason some of the units of work are extensions of regular courses offered to students.

The program of the school will be planned co-operatively by college faculty members who present the courses in education and the faculty members who direct the learning activities of the children and student teachers. It, therefore, becomes possible to study educational theory in college classes and to see the theory practiced in normal classroom situations.

The program will be related, so far as possible, to courses in elementary education, child psychology, the teaching of reading and the other language arts, the teaching of social studies and geography, personality problems, speech, art, music, physical education, and the clinics.

Opportunity will be given also for student teaching and directed observation with credit. These opportunities are confined to students who have adequate background in training and experience.



A PIANO CLASS



CONSTRUCTING A PAGODA

A MODERN ELEMENTARY SCHOOL IN ACTION

Our conception of how education takes place has been modified in recent years. It has become apparent that traditional education has not prepared children for living in a changing world. Dissatisfaction with inadequate results is causing many schools to seek different programs for putting newer theories into practice.

The program of the Demonstration School exemplifies the more progressive practices designed to meet changing social needs and emerging philosophies of education. During the summer session, no attempt will be made to demonstrate all trends in education. Because of limitations of time and facilities, selection has been made of two general phases or trends:

A modern interpretation of teaching the fundamentals, or the Three R's, and development of facility in language expression.

Development of social understanding and sensitivity through integrated curriculum units, and the related activity program.

THE PROGRAM FOR THE CHILDREN

The boys and girls who attend the summer school have completed the work of the regular term. They come voluntarily, because opportunity is afforded to engage in activities which they enjoy or for which they realize a need. No formal school credit is given, the purpose being to enrich the child's experience, not to advance him in his grade placement. A truly representative group is secured by selecting children with different social backgrounds and abilities in the several subject areas.

The general purpose of the curriculum is to promote child development through experiences which contribute to integration of his entire personality. The children engage in child-like activities in which they are genuinely interested, and which involve the content and skills of the traditional curriculum only as they are instruments for attaining ends.

The starting point will be determined by the children and the teacher. The program will develop from this center of interest, and it should lead to a variety of related activities and enterprises.

Creative effort will be encouraged and every means utilized to challenge independent thinking and to cultivate social responsibility and consideration for other people.



JUVENILE LIBRARY



PLANNING A COMMUNITY

It is probable that needs will be revealed for improvement of ability in reading and the other language arts, and in other tools of learning. Diagnosis will be made through the college clinics, and corrective work will be planned and carried on with the assistance of college clinicians. Groups will be organized on several levels in which grade distinctions may be disregarded.

The work in music, art, and dramatics will be directed toward development of central units of interest. A recreational program of organized playground activities, swimming, and excursions may be observed. The program will consist largely of games and competitive exercises on fully equipped playgrounds and gymnasiums.

Students may observe the technique employed and provisions made to have all the children working harmoniously together in a relatively short time. They may observe the early stages of organization as well as succeeding stages, for the term runs concurrently with the regular summer session.

An important factor in the educational experience of any child is the personality of the teachers with whom he comes in contact. This has been an important consideration in selection of the staff of the school. All teachers have been selected because of their ability and reputation as outstanding teachers in the grades they are directing.

CREDIT FOR OBSERVATION OF NEWER PRACTICES

The organization, aims, and curriculum of the elementary school are being modified today in light of changing life situations and emerging philosophical principles. Efforts have been made not merely to improve instructional practices but to invent new ones. Many experienced teachers will welcome the opportunity to study recent trends by observing in a modern elementary school.

Such teachers may register for a course entitled Newer Practices in Elementary Education, With Related Observation. The course will meet daily at a period which makes it possible to follow regularly a phase of the program of the Demonstration School.

Conducted in a situation which allows much freedom for a student to follow her own interests, the program will be flexible and the schedule will be adjustable to her needs. The course may be taken as part credit for advanced student teaching, as one of the requirements for permanent certification, or as a free elective in the elementary curriculum.

A PROGRAM FOR FORMER TEACHERS

Because of the shortage of elementary teachers in Pennsylvania, many former teachers are returning to active service. In some localities, superintendents of schools are said to have made a canvass of the married women of the community who have been teachers, with the view of requesting them to help out during the emergency.

Every effort will be made by the college to help persons, who are contemplating returning to teaching, to refresh their knowledge of educational principles and to become acquainted with recent developments in education.

The curriculum laboratory, and a collection of textbooks will enable the teachers to study newer materials. The Demonstration School will provide observation of teaching as examples of what children do in school of all levels of the elementary school. Members of the college faculty and the teaching staff of the Demonstration School will serve as consultants about problems in their fields.

To the Parents of West Chester Students

From every side we hear the statement that these are momentous days. The past few years have seen our people brought face to face with the gravest crisis in the history of our country. Everything for which America and Americans have stood has been challenged. We have not shirked the challenge nor the struggle which it has entailed.

On all of us have rested heavy burdens during these years of war. Our young people, men and women, are on many far flung battle fronts in order that they, and we, and our children may live in honor and decency.

The war is not over; but the peace must not find us unprepared, as the war did. We know that the years which will follow the cessation of hostilities will be fraught with problems equal in gravity to any which we have as yet faced. Among these problems, education occupies a most important position. We know that at the present time our schools are woefully undermanned. We know that we, the richest country in the world, can not continue the old policies of education. Many of us have been shocked by the amount of illiteracy which has been revealed by Selective Service. More and more we realize that we must no longer allow education to be the privilege of some and not of all.

We of the staff at West Chester pledge ourselves to work as never before in training those who will aid in training the America of tomorrow. We shall continue to demand that our students, your sons and daughters, measure up to the magnitude of their tasks and opportunities. Our faculty has done much during the past months to prepare themselves to maintain, not only their past accomplishments, but to raise them. Our requirements for graduation, while presenting the possibility of shortening the time in which they are met, are essentially the same. We still offer exactly the same facilities of classroom, library, and laboratory. Our cultural standards have not altered. The activities in which our students engage have been more carefully planned for the fullest benefits to all participants, but nothing has been lost or thrown away. Leisure time may be more wisely used and classroom tasks more thoughtfully undertaken, as the young people fit themselves to the pattern of today's needs, but they could hardly do otherwise and take their share of the burden that will soon be theirs.

Special Conferences, Lectures, and Exhibits

In accordance with the practice of other years, there will again be held during the 1945 sessions, a series of educational conferences for the members of the Summer Sessions and guests. In the past, these have always been some of the most stimulating events of the entire program. It is hoped that those of this coming summer will be no exception to the rule.

During the PRE SESSION it is planned to bring to the campus an outstanding speaker in the field of current national and international problems. An address in the Summer Session Assembly will be followed by smaller group conferences in which the problems will be related to public school procedures.

For the regular SUMMER SESSION two significant conferences will be held:

First, in the early part of the summer a day will be devoted to the problems involved in the teaching of citizenship and democracy. In order to approach this from a practical standpoint, it is planned to learn about and to study carefully the techniques developed in the now widely-known program in Springfield, Massachusetts. Representatives from that city will be invited to address the Assembly and to conduct conference groups.

Second, there will again be conducted a one-day Institute on Professional Relationships. Such a conference was held in 1944 with conspicuous success and in line with suggestions of the National Education Association and the Pennsylvania State Education Association. Some of our major professional problems will again be emphasized this year. Now and in the days ahead professional growth and solidarity will be needed more than ever. To that end we hope to make a real contribution.

Special and Recreational Program for the Summer Season

A summer at West Chester gives the opportunity to pursue college work under the most favorable conditions. The tree-shaded campus, with all buildings within easy reach, provides a desirable environment. The library, newly renovated, has admirable facilities for study. Many fields of interest will be opened by the frequently renewed display of books and magazines related to the topics of discussion.

The borough and vicinity of West Chester are inviting enough to be chosen for a summer vacation. At the same time they provide material for study and research in history, science, and the arts. Philadelphia has many glories, and special trips to the city to take advantage of them will be arranged upon request.

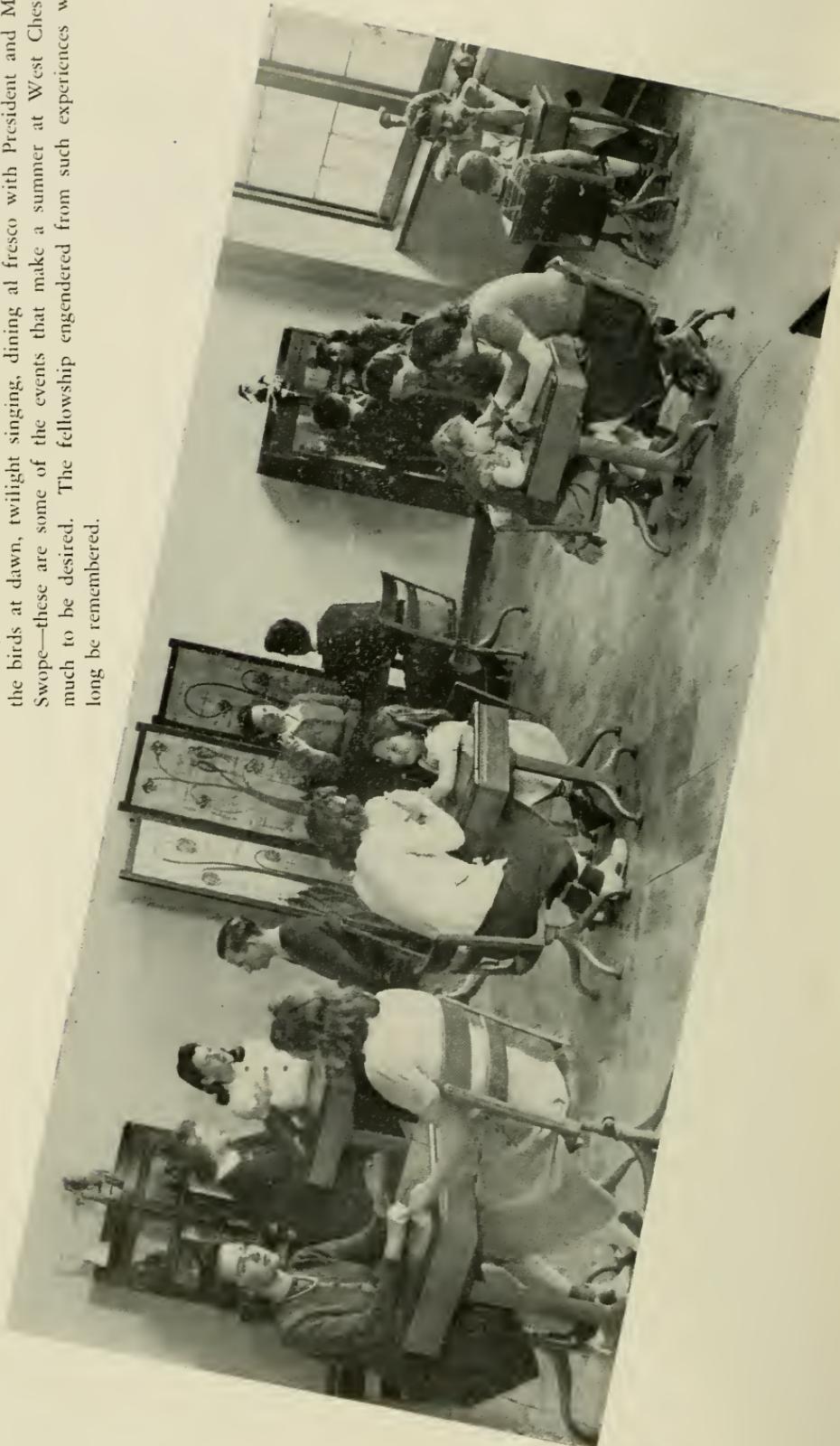
Who will gainsay the value of music? Music is truly a morale builder. West Chester's high standards in the music curriculum are acknowledged. The benefits of these standards extend to informal gatherings like our musicales and twilight singing.

The physically fit are best able to stand the strenuous demands of today, hence our health education program has particular attention. Opportunities for recreation are manifold. Hiking, picnicing, roller-skating, square-dancing, softball, and tennis tournaments are some of the features of our program. Old favorites, like croquet, are revived. Frequent social dances are held. Facilities for swimming will be provided.

The historical pilgrimage through the environs of West Chester will emphasize what of moment has transpired here, and visits to local plants will reveal evidences of present progress.

THE SPEECH CLINIC

Studying the stars under the summer sky, folk dancing in the quadrangle, birthday celebrations in the dining room, canoeing on the Brandywine, observing the birds at dawn, twilight singing, dining al fresco with President and Mrs. Swope—these are some of the events that make a summer at West Chester much to be desired. The fellowship engendered from such experiences will long be remembered.



STUDENT LIFE IN THE DORMITORY

Comfortable rooms with board and laundry may be secured at reasonable rates in the College Dormitories. The rooms are attractively furnished and have recently been re-decorated with attractive wall paper and refinished woodwork. All rooms are carpeted and have individual closets. The beds are single and are provided with woven wire springs. Boarding students furnish blankets, or other equivalent, and towels.

During the Summer Session the Dormitory will be open until nine-thirty o'clock at night. Students desiring to return to the dormitory after that hour must secure permission from the Dean of Women.

Prospective students are advised to enroll and make dormitory reservations as early as possible, as rooms are given out in the order of application. Use the blank in the back of this catalog for application, and enclose room reservation fee.



NEW SPEED-UP PROGRAM—THREE SUMMER SESSIONS

A newly-organized Summer School, lasting for twelve weeks, is West Chester's response to the national emergency. To meet a two-fold demand, by preparing teachers to fill the present shortage, and by adding to the equipment of students called for some more active form of defense, are practical contributions.

The first objective is to make it possible for young men and young women to qualify as fully-equipped teachers, as quickly as possible, without any lowering of standards. To facilitate this, the three-weeks' Pre-Session will be offered again this summer, which, followed through by the Regular Summer Session and the Post-Session, will make it possible for the student to earn twelve credits toward graduation during the summer. If this plan were pursued during succeeding summers, graduation would be possible without sacrifice of any element of training, in three years, rather than four. Moreover, the attention of high school graduates is particularly called to the fact that they may register immediately for this summer work, instead of waiting until the beginning of the regular session in September.

This college's second answer to the challenge of changed times is the inclusion in the curriculum of certain courses demanded, either by certain branches of the service, or in home defense.

COURSES OFFERED FOR SUMMER SESSION STUDENTS

A wide selection of courses will be offered during the Summer Session of 1945. A variety of courses will be possible offerings in the following fields: Art, Education, English, Psychology, History, Social Studies, Mathematics, Geography, Science, Health and Physical Education, and Music. All Courses offered will be of college grade. These courses should be of particular interest to:

1. Those who have Partial Certificates which they desire to convert into Standard Certificates.
2. Those who hold Standard Certificates and who desire to meet the requirements for College graduation and the College Certificate.
3. Those who hold College Certificates and desire to complete the courses necessary to make the College Certificates permanent.
4. Those who are graduates of a two-year curriculum and who desire to complete the requirements for the degree.
5. Those who desire to take additional work in order to secure certification in additional fields.
6. Those who wish to take courses in order to make themselves acquainted with the more recent developments in education.
7. Those who are college graduates and wish to meet the State requirements for certification.
8. Those who hold State Standard Limited Certificates and who desire to meet the requirements for renewal of these certificates.

The courses offered generally apply to the curricula which are given at the West Chester State Teachers College, namely:

1. Kindergarten-Primary Curriculum.
2. Intermediate Curriculum.
3. Secondary Education.
4. Health and Physical Education.
5. Public School Music.

EVALUATION OF CREDENTIALS

Credentials of all students entering the State Teachers College on the basis of an approved four-year preparation, are evaluated by the college; students not having an approved four-year preparation, or students whose preparation is irregular, shall have their credentials evaluated by the Credentials Bureau of the Department of Public Instruction, Harrisburg, Pennsylvania.

Credit from other institutions will be evaluated in the office of the Dean of Instruction of the college and the student advised of the number of semester hours of credit he must secure in order to complete any one of the four-year curricula.

Evaluation of credits cannot be made on enrollment day. This must be attended to prior to that day. The State Teachers College at West Chester will assist any one who submits credentials early.

SCHEDULE OF CLASSES

PRE-SESSION AND POST-SESSION

8:00— 9:30

10:30—12:00

In both the pre-summer session and the post-summer session, each class will meet for three hours every day. The hour from 9:30 to 10:30 is for rest, library work or recreation. It will not be possible for a student to carry more than one course during either the pre-session or the post-session. All courses meet concurrently.

SCHEDULE OF CLASSES

REGULAR SUMMER SESSION

8:00— 9:30 First Period

9:30—11:00 Second Period

11:00—12:30 Third Period

12:30— 1:30 Luncheon

1:30— 3:00 Fourth Period

Classes will be held on all weekdays except Saturday.

Students will be permitted to carry no more than six semester hours of work in the Summer Session, unless permission to do so has been secured in advance from the Dean of Instruction.

RESTRICTIONS ON COURSES TO BE OFFERED

Not all of the courses listed below will be offered during the summer sessions. However, if sufficient number of students request any course from the following list, the College will endeavor to offer this course. As a rule, it is necessary to have at least ten students before a course may be offered. Students interested in courses other than those scheduled on pages 23-27 should make a request in writing at the earliest possible time.

PRE-SESSION COURSES

ART

(Classes will be formed if there is sufficient demand)

COURSE	CREDIT
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EDUCATION

Ethics	3
Psychology I (General Psychology)	3
Educational Measurements	2
Teaching of Reading	3
Curriculum Materials (Elementary)	3

ENGLISH

Speech	3
English Literature	3
English I	3

GEOGRAPHY

Teaching of Geography (Secondary)	3
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HEALTH AND PHYSICAL EDUCATION

Festivals and Pageants	2
Leadership, Including First Aid	2
Curriculum Materials	4

MATHEMATICS

(Classes will be formed if there is sufficient demand)

MUSIC

(Classes will be formed if there is sufficient demand)

SCIENCE

Biological Science I	3
Field Zoology	3

SOCIAL STUDIES

United States History I	3
United States History II	3
History of Civilization	3

REGULAR SUMMER SESSION COURSES

ART

COURSE	CREDIT
Art I (Elementary Industrial Art)	2
Art II (Elementary Drawing, Design, and Color)	2
Arts and Crafts	3
Art IV (History and Appreciation)	2
Art Problems	3

EDUCATION

COURSE	CREDIT
Ethics	3
School Law	1
Psychology II (Education Psychology)	3
Special Education	3
History of Education	2
Mental Hygiene	3
Diagnostic and Remedial Reading	3
Visual Education	1 or 2
Student Teaching (Elementary)	3 or 6
Student Teaching (Secondary)	6
Consumer Education	3
Education I	3
Safety Education	2
Problems of Secondary Education	2
Guidance	2
Early Childhood Education	3
Elementary School Practices	3
Vitalizing Instruction with the Aid of Photography	1

ENGLISH

American Literature	3
Children's Literature	3
English II (Composition)	3
English III (Advanced Composition)	3
English I	3
Modern Novel	3
Teaching of English (Elementary)	3
Teaching of English (Secondary)	3
Short Story	3

GEOGRAPHY

Geography of United States and Canada	3
Conservation of Natural Resources	3
Geography of Europe	3

HEALTH AND PHYSICAL EDUCATION

COURSE	CREDIT
Student Teaching	6
Hygiene II (Community Hygiene)	3
Physical Education	1
Gymnastic Activities	1
Hygiene I	3

MATHEMATICS

Calculus I	3
Trigonometry	3
Analytic Geometry	3
Teaching of Arithmetic	3
Teaching of Mathematics (Secondary)	3
Educational Measurements	2

MUSIC

Methods I	3
Solfeggio II	2
Music I (Elementary Curriculum)	2
Music II (Elementary Curriculum)	2
Music III	2
Harmony II	3
Harmony VI	2
Dictation II	2
Instrumental Conducting	3
History of Music I	3
Methods of Teaching Music	3
Methods III	3
Appreciation in the Grades	3
Methods of Class Piano Teaching	2

SCIENCE

Chemistry I	4
Curriculum in Elementary Science	3
Biological Science II	3
Physical Science I	3
Anatomy	3
Physics II	4
Physics Laboratory	3
Zoology I or II	3
Physiology I	3
Physical Science (Physics of Music)	3

SOCIAL STUDIES

American Government	3
Economics	3
Sociology	3
History of Pennsylvania	2
History of the Far East	3
History of England	3
Teaching of Social Studies (Elementary)	3

POST-SESSION COURSES

ART

(Classes will be formed if there is sufficient demand)

COURSE	CREDIT
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EDUCATION

Principles of Secondary Education	3
Psychology I (General Psychology)	3
Curriculum Materials (Secondary)	3

ENGLISH

Shakespeare	3
Contemporary Poetry	3

GEOGRAPHY

Principles of Geography	3
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HEALTH AND PHYSICAL EDUCATION

COURSE	CREDIT
Teaching of Health	2

MATHEMATICS

(Classes will be formed if there is sufficient demand)

MUSIC

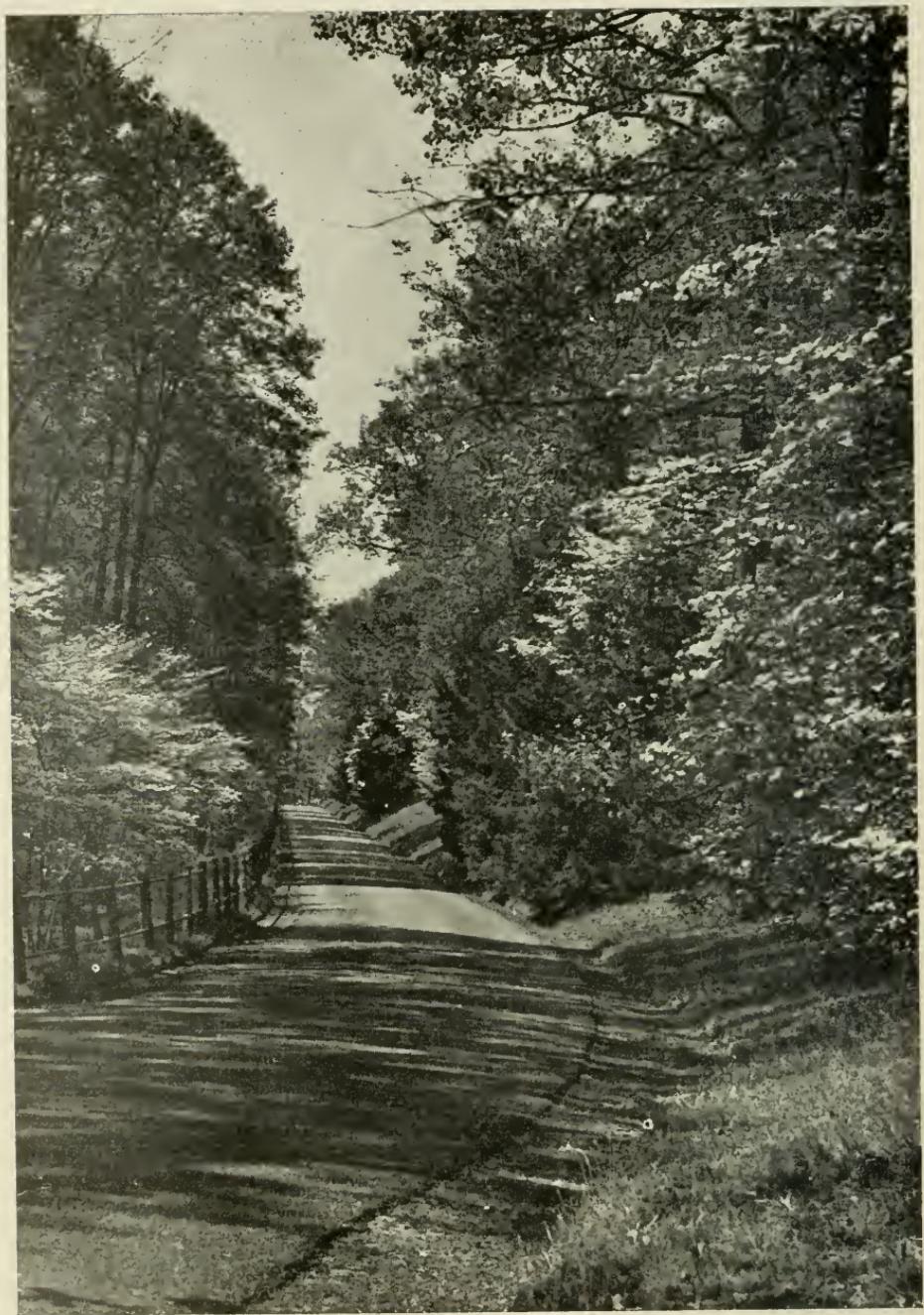
(Classes will be formed if there is sufficient demand)

SCIENCE

Field Botany	3
Chemistry of Nutrition	3

SOCIAL STUDIES

American Government	3
United States History I	3
Teaching of Social Studies (Secondary)	3



DOGWOOD IN BLOOM, VALLEY FORGE

(Prize Photograph taken by Dr. George Cressman, Head of Educational Department)

FEES

A. UNIFORM FEES

I. REGULAR SUMMER SESSION—6 WEEKS

1. CONTINGENT FEE

The contingent fee is \$6.00 per semester hour of credit. Students who enroll in the special health education curriculum shall be charged an additional fee of \$6.00; those in the public school music curriculum, an additional fee of \$15.00.

2. HOUSING FEE

a. Housing rate for students:

The housing rate for students shall be \$48.00 for the Summer Session. This includes room, meals, and limited laundry.

- (1) For rooms with running water, an additional charge of \$3.00 for the Summer Session may be made.
- (2) No reduction in the rate is made for laundry done at home nor for absence of students who go home for a few days at a time.
- (3) A student may, at the discretion of the President of the College, occupy a double room alone by paying an additional \$15 for the summer session.

b. The rate for transient meals shall be:

Breakfast \$0.35	Lunch \$0.45	Dinner \$0.60
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II. PRE-SUMMER SESSION and POST-SUMMER SESSION

The contingent fee for the Pre-Summer Session and the Post-Summer Session is \$6.00 per semester hour of credit. Students in either of these sessions who enroll in the special health and physical education curriculum shall be charged an additional fee of \$3.00. Those in the public school music curriculum will pay an additional fee of \$7.50.

The housing fee for the pre-summer and post-summer sessions is charged at the rate of \$8.00 per week for room, meals, and laundry.

B. MISCELLANEOUS FEES

1. DAMAGE FEE

Student shall be responsible for damage, or breakage, or loss or delayed return of college property.

2. INFIRMARY FEE

For minor illnesses, resident students are charged an additional \$1.00 for each day after the third day in the College Infirmary. For the first three days no charge is made. In case of serious illness, students are removed to a hospital where they must bear their own expenses. Non-resident students who may be admitted to the Infirmary shall pay board at the rate of \$2.00 a day. This charge includes the regular nurse and regular medical service, but does not include special nurse or special medical service.

3. DEGREE FEE

A fee of \$5.00 shall be paid by each candidate for a degree to cover the cost of degree diploma.

4. RECORD TRANSCRIPT FEE

One dollar (\$1.00) shall be charged for the second and each subsequent transcript of records.

5. LATE REGISTRATION FEE

A late registration fee of \$1.00 per day, not to exceed \$5.00, shall be paid by students who do not register on the appointed registration day, except where pre-approval has been obtained from the President of the College.

C. DEPOSITS

ADVANCED REGISTRATION DEPOSIT

A deposit of \$10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the Revenue Department to the credit of the student's contingent fee. If, however, the student notifies the college at least three weeks before the opening of college that he is unable to enter, or if the student is rejected by the college, repayment of this deposit will be made through the Department of Revenue, on application from the student through the college authorities.

Check or money order for this amount shall be drawn to the Commonwealth of Pennsylvania. Money orders should be made payable at Harrisburg, Pennsylvania.

D. ADDITIONAL COSTS

1. STUDENT ACTIVITIES FEE

A fee to be determined by each institution will be collected from all students and administered under regulations approved by the Board of Trustees through a co-operative organization. This fee will cover the cost of student activities in athletics, lectures, entertainments, student publications, et cetera. This fee, as determined and collected by the Student Activities Association of the State Teachers College at West Chester, is \$2.00 for the Summer Session and for the Pre-Session and Post-Session, \$1.00 each.

2. BOOKS AND SUPPLIES

Each student purchases his own books. These may be bought at the College Book Store, which carries in addition to books a complete line of students' necessities, such as stationery, laundry bags, parcel post cases and athletic goods.

E. REPAYMENTS

1. REPAYMENTS WILL BE MADE:

- a. For personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the Board of Trustees for the amount of the housing and contingent fees paid by the student for the part of semester which the student does not spend in college.
- b. For advance registration deposit by students, provided they notify the college not less than three weeks before the opening semester or term of their intention not to attend, or provided the student is rejected by the college.

2. REPAYMENT WILL NOT BE MADE:

- a. To students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from the college.
- b. For any part of the advance registration deposit for any cause whatsoever except where students give notice of their intention to withdraw at least three weeks before the college opens or when the student is rejected by the college.

No student shall be enrolled, graduated, or receive a transcript of his record until all previous charges have been paid.

No fees or deposits other than those specified above may be charged by a State Teachers College.

PATTERN FOR TOMORROW

There are no factory chimneys nor humming machines at West Chester, but on this tree-shaded campus, in these tradition-rich buildings, the State Teachers College is making the greatest concerted effort of its history to meet one of the most basic needs of the times.

Appalling figures prove that our nation, no matter how splendid our record in the production of the armaments of war, faces a crisis of which the public is not yet well aware. The democratic school system of the nation is facing an emergency that may well set the basis of a century. Already in many parts of the country, schools have been forced to close through lack of teachers. It is no longer a question of employing the teacher with the highest qualifications; it is a question of finding any teacher who can be even temporarily certified to fill the classroom position. Standards have already relaxed and the present finds at least two hundred thousand positions in the nation that cannot be filled at all.

Grim as the implications of that picture may be, they are pale beside the picture of the future, unless patriotic Americans rise to the emergency. The population in the lower schools is on the increase, with the rising birthrate and the fall in infant mortality. After the war there will be a return to higher institutions of learning and a new swing upward in the demand for adult education. There must be teachers, trained and experienced, to safeguard the generation for which this war is being fought!

To avoid genuine disaster, West Chester has met, is meeting, and will continue to meet her share of her responsibility toward the nation. Every course offered on the campus has been modified to have the greatest possible bearing on the needs of the present. Young men and women are urged to note the many changes of program and curriculum that this entails.

In the first place, the accelerated program makes it possible for a student to enter college not only in September and January, but also at the beginning of any one of the three summer terms. Students graduating from high school in June do not have to mark time until September, but may begin immediately to earn credits toward graduation. Moreover, students who enter then may, by further attendance at subsequent Summer Sessions, meet the standards set for graduation in three years, saving a year of time, and a substantial part of the expenses of a usual college education.

Furthermore, the question of meeting the expense of a college education has been carefully considered. There are provisions by which a student may earn a large part of his expenses through Student Help in offices or other places on the campus, or by home employment in exchange for room and board. In addition, there are various funds from which a student may borrow in an

emergency. Some students are also able to hold employment in defense industries during the college semester, thus putting their patriotism on the double, boosting of production and self preparation at the same time they are making substantial earnings. In every case of outside work demanding a part of the student's time, the college will co-operate by arranging a schedule which will give the student the necessary free hours.

Not to be ignored at the present moment are the men and women who have withdrawn from the field of teaching, but who wish now to resume their positions. For them are offered courses, especially stressed in the summer school, designed to help teachers who are returning to service to refresh their knowledge of methods and materials. Certainly there is no more patriotic duty for these people to perform than to take the places of men and women in service or employed in war industry.

The special attention of prospective students is also called to new courses recently added to the curriculum. The aim here has been two-fold. The first is the attempt to provide training for teachers in the fields of science and associated subjects that have been hardest hit by the call for trained workers in industry. The second purpose is to provide young men with pre-officer training courses that will make their positions more secure and offer greater possibility of advancements when they are inducted into the armed forces. These courses include mathematics, science, physics, radio communication, fundamentals of shop work, aeronautics, fundamentals of electricity, fundamentals of machines, photography, map reading, and meteorology. Such courses are also proving of the greatest use in many industrial concerns.

Lastly, but worthy of most serious consideration, is the necessity that cannot be too often stressed, of taking the long view of the present situation.

Positions in industry make a double appeal. The need for munitions and other war time products is tremendous, and it is a patriotic duty to supply them. Also, the earnings of the individual are high and the need for a better income to meet a rising scale of prices is genuine and to be respected. Young Americans must not, however, forget the temporary nature of such work as can be undertaken at this time without special training. After the war, there is grave danger that multitudes of young people will find the factory doors closed to them, as trained men return to take up their former positions. They will thus be too late to begin to prepare themselves for the future which will have become a pressing present. Statistics prove that only one individual in ten resumes interrupted college education. There will be an army of unskilled workers to more than fill the available "jobs" and only the specialist in a field will face a secure future. It should take little urging to make clear-sighted young people realize that the long-time welfare of America makes it a patriotic duty to provide now to meet the teacher shortage that threatens the very existence of American ideals, and to provide the leaders who will establish those ideals forever in a post-war world.

BUILDINGS AND GROUNDS

The campus of State Teachers College consists of 52 acres of ground located in the southern part of West Chester. Erected on these grounds are thirteen buildings, among which are the New Education Hall and the renovated Library which were completed under the General State Authority Building Program. The Education Building is modern Gothic architecture, well-furnished, and affords splendid opportunities for classroom work. The renovated Library houses about 40,000 carefully selected volumes. Other buildings are: two gymnasiums, equipped with modern apparatus; a Laboratory School where up-to-date theories of education are demonstrated and practiced; a large dormitory for women students and a dormitory for men students; a new Auditorium and Administration Building, considered by many as one of the finest of its kind—these, together with the Power House and the new Laundry, constitute an attractive physical environment for students.

REQUIREMENTS FOR ADMISSION TO THE
REGULAR SESSION OF THE COLLEGE*

Students desiring to make application for admission to the regular session of the State Teachers College must meet the following requirements for admission as set up and adopted by the Board of Teachers College Presidents on April 12, 1932.

1. General scholarship as evidenced by graduation from an approved four year high school or institution of equivalent grade, and ranking in the upper half of the class at graduation, or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction. Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness.
2. Integrity and appropriate personality as shown by an estimate by secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance, and sympathy.
3. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher, and absence of predisposition toward ill health as determined by a medical examination at the college.
4. Normal intelligence and satisfactory command of English as evidence by ratings in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.
5. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

*If further information concerning admission to the college is desired, please write to the Dean of Instruction for Application Blanks.

COLLEGE COURSES FOR TEACHERS—1945-1946

During the regular college year 1945-1946, college courses for teachers will be offered each night and Saturday morning for those who desire to continue their studies toward the completion of the Bachelor's degree. Information will be furnished as to the various courses, time of meeting, and place, upon application at the office of the Dean of Instruction of the State Teachers College, West Chester, Pennsylvania. These courses may be offered on the Campus or in communities within the service area of the College.

A charge of \$6.00 per semester hour of credit is made for College Courses for Teachers.

PLACEMENT SERVICE

The college maintains an up-to-date Placement Service for teachers, and while the college does not guarantee a position to Summer Session students, it will use every effort to secure teaching positions for those desiring to teach.

Prospective teachers should get in touch with the Dean of Instruction, who has charge of the Placement Service, if they are interested in obtaining a position for the coming year.

MEMBERS OF THE FACULTY FOR THE SUMMER SESSIONS

With the exception of the President of the College and the Dean of Instruction, names are arranged in the order of appointments.

CHARLES S. SWOPE

President of the College
West Chester State Teachers College; Dickinson College, A.B.;
University of Pennsylvania, A.M.; Dickinson College, Pd.D.

WINFIELD W. MENHENNETT

Dean of Instruction, Registrar, and Member of the Social Studies and
Education Departments.
East Stroudsburg State Teachers College; New York University, B.S., A.M.

HARRIET A. ELLIOTT

Head of the Department of Geography
Slippery Rock State Teachers College; Geneva College, B.S.;
Columbia University, A.M.

GERTRUDE K. SCHMIDT

Member of the Music Department
Trenton State Teachers College; New York University, B.S. in Music, A.M.

S. ELIZABETH TYSON

Member of the English Department
West Chester State Teachers College; New York University, B.S., M.A.

CHARLES W. HEATHCOTE

Head of the Department of Social Studies
Gettysburg College, A.B.; University of Pennsylvania A.M.;
George Washington University, Ph.D.

HAZEL L. LAMBORN

Member of the Art Department
West Chester State Teachers College; Pennsylvania Museum and School of
Industrial Art; Columbia University, B.S., M.A.

FLORENCE A. LEE

Member of the Department of Music
West Chester State Teachers College; New York University, B.S.Mus., M.A.

MARION FARNHAM

Head of the Department of Art
Massachusetts School of Art; University of Puerto Rico, A.B.;
Boston University, A.M.

THELMA J. GREENWOOD

Member of the Science Department
West Chester State Teachers College; University of Pennsylvania, B.S.;
New York University, M.A.

MARY CONNELL

Member of the Education Department
West Chester State Teachers College; Columbia University, B.S., M.A.

JOSEPHINE E. WILSON

Member of the Department of English
Swarthmore College, A.B.; Columbia University, A.M.

LEONE E. BROADHEAD

Member of the Geography Department
Clarion State Teachers College; Geneva College, A.B.;
Columbia University, M.A.

ANNA E. SMITH

Member of the Department of Education
Bloomsburg State Teachers College; University of Pennsylvania, B.S.;
Columbia University, M.A.

BENJAMIN W. DAILY

Director of Student Teaching and Principal of Demonstration School
Baker University, A.B.; Columbia University, M.A., Ph.D.

MARY M. HOLLAND

Member of the Mathematics Department
West Chester State Teachers College; Columbia University, B.A., M.A.

DOROTHY RAMSEY

Member of the Department of English
University of Pennsylvania, B.S., M.A.

MYRA I. WADE

Member of the Department of Health and Physical Education
Oberlin College, B.A.; Columbia University, M.A.

HELEN A. RUSSELL

Head Librarian
Mt. Holyoke College, A.B.; Simmons College, B.S. in Library Science;
Columbia University, M.S.

ANNE M. SCHAUB

Member of, and Supervisor of Student Teaching in, Health and Physical
Education Department
Columbia University, M.S., M.A.

HARRY R. ALLEN

Head of the Department of Health and Physical Education
Indianapolis Normal College; Temple University, B.S., M.S.

MURIEL LEACH

Member of the Department of Health and Physical Education
Sargent School; Columbia University, B.S., M.A.

S. POWELL MIDDLETON

Teacher of Instruments, Band and Orchestra
West Chester State Teachers College, B.S.; Duquesne University, M.S.

GEORGE R. CRESSMAN

Head of the Department of Education
Pennsylvania State College, B.S.; University of Pennsylvania, A.M., Ph.D.

THOMAS J. S. HEIM

Member of the Social Studies and Education Departments
Bucknell University, B.S., M.A.; University of Pittsburgh, Ed.D.

IRENE M. KING

Dean of Women
Baylor University, B.S.; University of Pennsylvania, M.A.

KENNETH C. SLAGLE

Acting Head of the English Department
Mount Union College, B.S.; University of Pennsylvania, M.A., Ph.D.

EARL F. SYKES

Supervisor of Student Teaching, and Member of the Department of Education
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Columbia University, Ed.D.

WILLIAM R. BENNER

Member of the Social Studies and Geography Departments, Dean of Men
Muhlenberg College; West Chester State Teachers College, B.S.;
Temple University, M.S.

WILLARD J. TREZISE

Member of the Science Department
Lebanon Valley College, B.S.; John Hopkins University, Ph.D.

ROBERT B. GORDON

Head of the Science Department
Ohio State University, B.Sc., M.Sc., Ph.D.

WILLIAM F. VOLLBRECHT

Member of the Social Studies Department
Northwestern University, A.B., B.S.; Columbia University, M.A.;
University of Pennsylvania, Ph.D.

KENNETH BRADDOCK-ROGERS

Member of the Department of Science
Haverford College, B.S.; University of Pennsylvania, M.S., Ph.D.

KATHERINE M. DENWORTH

Member of the Education Department
West Chester State Teachers College; Swarthmore College, A.B.;
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JAMES ANDES

Member of the Department of Social Studies
University of Pennsylvania, B.S., Ph.D.

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Indiana State Normal School, Ph.B.Ed.; Indiana University, A.B.;
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SARA E. BALDWIN

Demonstration School, Departments of English and Education
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FRANCES HOBBS

Supervisor of Student Teaching—Intermediate Group
Columbia University, B.S., M.A.

FRANCES M. BALDWIN

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West Chester State Teachers College, B.S., Temple University, M.S.

LUCILE MEREDITH

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Women's College of the University of North Carolina, A.B.;
Columbia University, M.A.

LAURA J. WILSON

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University of Pennsylvania, B.S., M.A.

CHARLES L. GRAHAM

Department of Health and Physical Education
Springfield College, B.P.E.; New York University, M.A.

LAWRENCE GINTER

Department of Music
West Chester State Teachers College; New York University, B.S.Mus., M.A.

YVONNE BISER GORDON

Department of Music
Hood College, B.A.; Peabody Conservatory, B.Mus., M.Mus.

NELLIE M. ASHENFELTER

Department of Music
New York University, B.S.; Temple University, M.Ed.

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APPLICATION FOR ADMISSION

Application for admission to the 1945 Summer Session may be made on this page and mailing it to the State Teachers College, West Chester, Pennsylvania.

Each student should see to it that his or her high school record is on file at the college before the opening day of the Summer Session.

Date.....

Name
(LAST NAME FIRST)

Address
NUMBER AND STREET

.....
TOWN COUNTY STATE

Graduate..... High School (Year)

College Attended

1.

List Subjects Desired 2.

Regular Session 3.

4.

Classification:—Check the one that applies:

} Renewal of Partial Elementary Certificate.

} Candidate for Permanent Certificate.

} Candidate for B.S. Degree.

} Renewal of State Standard Limited Certificate.

} Extension of College Certificate to Special Field.

Are you interested in the Pre-Summer Session of 3 weeks, June 4 to June 22?

Yes....., No.....

Are you interested in the Post-Summer Session of 3 weeks, August 6 to August 24?

Yes....., No.....

What Course would you be interested in for:

Pre-Summer Session?

Post-Summer Session?

1.

2.

